

# Societies and Empires of Africa, 800–1500

## Previewing Main Ideas

**RELIGIOUS AND ETHICAL SYSTEMS** Beginning about 640, Islam created two North African empires. Merchants and traders spread Islam into both West and East Africa, where it influenced rulers.

**Geography** *What empires developed in West Africa during this period?*

**INTERACTION WITH ENVIRONMENT** In parts of Africa, hunter-gatherers used up an area's food supply and then moved on. In some Saharan villages, workers built houses of salt. The location of gold determined trade routes.

**Geography** *What factors might have caused three empires to arise in the same area?*

**ECONOMICS** Trade networks developed in Africa because different regions had items that other regions wanted. African city-states and empires that were able to control and tax such trade became wealthy and powerful.

**Geography** *How were the locations of Timbuktu and Kilwa different and how might that have influenced trade?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

AFRICA

WORLD

**800**  
Empire of Ghana thrives on trade.

**800**

**850s**  
Byzantine culture spreads to Russia.



**1000**  
Hausa city-states begin to emerge. (bronze head)

**1000**



**1095**  
First Crusade begins. (battle between Muslims and Crusaders)

**1100**  
Yoruba kingdom of Ife is established.





## Africa, 800–1500



**1235**  
Sundiata founds  
Mali Empire.



**1324**  
Mali king Mansa Musa goes  
on hajj to Mecca. (mapmaker's  
depiction of Mansa Musa)

**1464**  
Sunni Ali begins  
Songhai Empire.

**1200**

**1400**

**1500**

**1279**  
Kublai Khan  
conquers China.

**1347**  
Bubonic plague devastates  
Europe. (illustration of Death  
strangling a victim of the plague)





## *How might trade benefit both sides?*

You are crossing the Sahara with goods to trade. Your destination is Timbuktu, the great trading center of Africa. There you will meet with other traders, especially those from the gold-mining regions to the south. You hope to make the journey worthwhile by trading salt and manufactured goods for as much gold as possible. The gold traders will want to receive as much of your salt and manufactured goods as they can in exchange. Together you must come to an agreement on what your trade items are worth.

**To survive the trip across the Sahara, traders stopped at oases for water. However, it was 500 miles to Timbuktu from the nearest oasis! The journey was very hard.**

The camel was the only animal that could go without water long enough to cross the Sahara.

Workers in the Sahara endured hardship to mine this salt. In a hot climate, salt helps the human body to retain water. Salt was scarce in the gold-mining region.

These beautiful cowrie shells came all the way from East Africa. They were used as money.

The king often demanded these gold nuggets as taxes.

This cloth was shipped across the Mediterranean Sea to North Africa. Then it began the long journey to Timbuktu.

### **EXAMINING *the* ISSUES**

- **What elements are necessary for a mutually successful trade?**
- **How do scarcity and abundance affect trade?**

As you discuss these questions in class, think about what you have learned about other trading peoples, such as the Phoenicians and the Europeans. As you read about trade in the various regions of Africa, notice what steps rulers took to control trade moving through their territory.





1

# North and Central African Societies

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** North and central Africa developed hunting-gathering societies, stateless societies, and Muslim states.

## WHY IT MATTERS NOW

Modern African nations often must find ways to include these various peoples and traditions in one society.

## TERMS & NAMES

- lineage
- stateless societies
- patrilineal
- matrilineal
- Maghrib
- Almoravids
- Almohads

**SETTING THE STAGE** Throughout history, different groups of Africans have found different ways to organize themselves to meet their political, economic, and social needs. In the varied regions of Africa, climate and topography, or landforms, influenced how each community developed.

## Hunting-Gathering Societies

Hunting-gathering societies—the oldest form of social organization in the world—began in Africa. Hunting-gathering societies still exist in Africa today, though they form an extremely small percentage of the population. Scattered throughout Africa, these groups speak their own languages and often use their own hunting techniques. By studying these groups, scholars learn clues about how hunter-gatherers may have lived in the past.

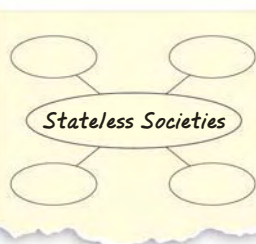
**Forest Dwellers** The Efe (AY•fay) are just one of several hunting-gathering societies in Africa. They make their home in the Ituri Forest in the Democratic Republic of Congo (formerly Zaire). Like their ancestors, the modern-day Efe live in small groups of between 10 and 100 members, all of whom are related. Each family occupies its own grass-and-brush shelter within a camp, but their homes are rarely permanent. Their search for food causes them to be somewhat nomadic. As a result, the Efe collect few possessions and move to new camps as they use up the resources in the surrounding area.

In the Efe society, women are the gatherers. They walk through the forest searching for roots, yams, mushrooms, and wild seeds. Efe men and older boys do all the hunting. Sometimes they gather in groups to hunt small antelope called duikers. At other times, hunters go solo and use poison-tipped arrows to kill mammals such as monkeys. The Efe add to their diet by trading honey, wild game, and other forest products for crops grown by farmers in nearby villages.

**Social Structure** A respected older male, such as a father, uncle, or father-in-law, typically serves as group leader. Although members of the group listen to and value this man's opinion, he does not give orders or act as chief. Each family within the band makes its own decisions and is free to come and go. Group members settle arguments through long discussions. If conflicts cannot be settled by talking, a group member may decide to move to a different hunting band. Daily life for the Efe is not governed by formal written laws.

## TAKING NOTES

**Summarizing** Use a web diagram to list characteristics of stateless societies.





## Stateless Societies

As in other parts of the world, family organization is central to African society. In many African societies, families are organized in groups called lineages. The members of a **lineage** (LIHN•ee•ihj) believe they are descendants of a common ancestor. Besides its living members, a lineage includes past generations (spirits of ancestors) and future generations (children not yet born). Within a lineage, members feel strong loyalties to one another.

South of the Sahara, many African groups developed systems of governing based on lineages. In some African societies, lineage groups took the place of rulers. These societies, known as **stateless societies**, did not have a centralized system of power. Instead, authority in a stateless society was balanced among lineages of equal power so that no one family had too much control. The Igbo (IHG•boh) people—also called Ibo—of southern Nigeria lived in a stateless society as early as the ninth century. (Although the Igbo lived in West Africa, their political structure was similar to stateless societies found in central Africa.) If a dispute arose within an Igbo village, respected elders from different lineages settled the problem. Igbos later encountered challenges from 19th-century European colonizers who expected one single leader to rule over society.

**Tracing Family Descent** In African societies, the way a society traces lineage determines how possessions and property are passed on and what groups individuals belong to. Members of a **patrilineal** society trace their ancestors through their fathers. Inheritance passes from father to son. When a son marries, he, his wife, and their children remain part of his father's extended family.

In a **matrilineal** society, children trace their ancestors through their mothers. Young men from a matrilineal culture inherit land and wealth from their mother's family. However, even in a matrilineal society, men usually hold the positions of authority.

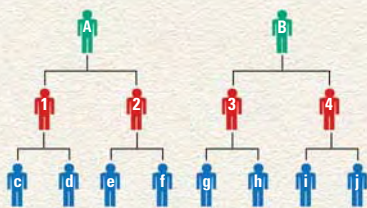
**Age-Set System** In many African societies, young people form close ties to individuals outside their lineage through the age-set system. An age set consists of young people within a region who are born during a certain time period. Each age set passes together through clearly identified life stages, such as warrior or elder. Ceremonies mark the passage to each new stage.

Men and women have different life stages, and each stage has its own duties and importance. Societies like the Igbo use the age-set system to teach discipline, community service, and leadership skills to their young. **A**

## Muslim States

While stateless societies developed south of the Sahara, Islam played a vital role in North Africa. After Muhammad's death in 632, Muslims swept across the northwest part of the continent. They converted many by the sword of conquest and others peacefully. By 670, Muslims ruled Egypt and had entered the **Maghrib**, the part of North Africa that is today the Mediterranean coast of Libya, Tunisia, Algeria, and Morocco.

### Social History



#### Negotiating Conflict in Stateless Societies

In a stateless society, the power to negotiate conflicts shifts from generation to generation as circumstances demand.

Look at the diagram of two lineages above. If **d** is in conflict with **f**, then **c** will side with his brother **d**, and **e** will side with his brother **f**. Therefore, the parents—**1** and **2**—will meet to negotiate.

If **f** is in conflict with **g**, both entire lineages will take sides in the dispute. Therefore, the members of the oldest surviving generation—**A** and **B**—must meet to negotiate.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Use the Internet to prepare a poster on methods of conflict resolution. Go to **classzone.com** for your research.

#### MAIN IDEA

#### Making Inferences

**A** What advantages might an age-set system have for a society?





## Selected African Societies, 800–1500

INTERACTIVE



### Societies

#### Hunter-Gatherers

The seminomadic hunter-gatherers lived by gathering wild foods and hunting animals.

- The Efe were hunter-gatherers who traded with farming villages.
- The San (also called the Bushmen) lived in southern Africa and part of East Africa.

#### Stateless Societies

Stateless societies did not have centralized power. Instead, power was balanced among lineage groups, usually within villages.

- The Tiv had no formal government.
- The Igbo resolved disputes by having elders from different lineages meet.
- The Nuer organized over 250,000 people without an official ruler.

#### Muslim States

In North Africa, two groups of Muslim reformers founded empires.

- In the 11th century, the Almoravid Empire controlled Mauritania, Morocco, Algeria, and part of Spain.
- Beginning in the mid-1100s, the Almohad Empire controlled Morocco, much of the Maghrib, and part of Spain.

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Where were the Muslim states located?
2. **Region** Why would hunter-gatherers be spread across such a large region?

As Islam spread, some African rulers converted to Islam. These African Muslim rulers then based their government upon Islamic law. Muslims believe that God's law is a higher authority than any human law. Therefore, Muslim rulers often relied on religious scholars as government advisers. (See World Religions, pages 290–291.)

**Islamic Law** In Islam, following the law is a religious obligation. Muslims do not separate their personal life from their religious life, and Islamic law regulates almost all areas of human life. Islamic law helped to bring order to Muslim states.

However, various Muslim states had ethnic and cultural differences. Further, these states sometimes had differing interpretations, and schools, of Islamic law. Nonetheless, Islamic law has been such a significant force in history that some states, especially in North Africa, are still influenced by it today.

Among those who converted to Islam were the Berbers. Fiercely independent desert and mountain dwellers, the Berbers were the original inhabitants of North Africa. While they accepted Islam as their faith, many maintained their Berber identities and loyalties. Two Berber groups, the Almoravids and the Almohads, founded empires that united the Maghrib under Muslim rule.

**Almoravid Reformers** In the 11th century, Muslim reformers founded the Almoravid (al•muh•RAHV•uhd) Empire. Its members came from a Berber group living in the western Sahara in what is today Mauritania. The movement began after devout Berber Muslims made a hajj, or pilgrimage, to Mecca. On their journey





▲ Carpets for sale in Marrakech, Morocco

home, they convinced a Muslim scholar from Morocco named Abd Allah Ibn Yasin to return with them to teach their people about Islam. Ibn Yasin's teachings soon attracted followers, and he founded a strict religious brotherhood, known as the **Almoravids**. According to one theory about the name's origin, the group lived in a *ribat*, or fortified monastery. They were therefore called the "people of the *ribat*," or *al-Murabitun*. This eventually became "Almoravid."

In the 1050s, Ibn Yasin led the Almoravids in an effort to spread Islam through conquest. After Ibn Yasin's death in 1059, the Almoravids went on to take Morocco and found Marrakech. It became their capital. They overran the West

African empire of Ghana by 1076. The Almoravids also captured parts of southern Spain, where they were called Moors.

**Almohads Take Over** In the mid-1100s, the **Almohads** (AL•moh•HADZ), another group of Berber Muslim reformers, seized power from the Almoravids. The Almohads began as a religious movement in the Atlas Mountains of Morocco.

The Almohads followed the teachings of Ibn Tumart. After a pilgrimage to Mecca, Ibn Tumart criticized the later Almoravid rulers for moving away from the traditional practice of Islam. He urged his followers to strictly obey the teachings of the Qur'an and Islamic law. The Almohads, led by Abd al-Mumin, fought to overthrow the Almoravids and remain true to their view of traditional Islamic beliefs.

By 1148 the Almohads controlled most of Morocco and ended Almoravid rule. The new Muslim reformers kept Marrakech as their capital. By the end of the 12th century, they had conquered much of southern Spain. In Africa, their territory stretched from Marrakech to Tripoli and Tunis on the Mediterranean. The Almohad Empire broke up into individual Muslim dynasties. While the Almohad Empire lasted just over 100 years, it united the Maghrib under one rule for the first time. **B**

Stronger empires were about to emerge. Societies in West Africa created empires that boasted economic and political power and strong links to trade routes.

#### MAIN IDEA

#### Recognizing Effects

**B** What was the main effect of Almohad rule on the Maghrib?

## SECTION

## 1

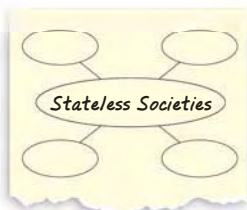
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- lineage
- stateless societies
- patrilineal
- matrilineal
- Maghrib
- Almoravids
- Almohads

### USING YOUR NOTES

2. How might these characteristics have helped stateless societies to endure for many centuries? Explain.



### MAIN IDEAS

3. What sorts of food do the Efe hunt and gather in the Ituri Forest?
4. What different purposes does the age-set system serve in African societies?
5. What role did Islam play in the political history of North Africa?

### CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** What was the main disagreement that the Almohads had with the Almoravids?
7. **DRAWING CONCLUSIONS** How did the law help to unify Muslim society?
8. **COMPARING** In what ways are hunting-gathering societies and stateless societies similar?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**  
Working with a partner, prepare a **time line** showing the impact of Islam on North Africa. Include significant events for the period described in this section. Display your time line in the classroom.

### CONNECT TO TODAY MAKING A CHART

Research hunting-gathering societies in Africa today. Find out their numbers and where they live and present your findings in a **chart**.

# West African Civilizations

## MAIN IDEA

**ECONOMICS** West Africa contained several rich and powerful states, including Ghana, Mali, and Songhai.

## WHY IT MATTERS NOW

These civilizations demonstrate the richness of African culture before European colonization.

## TERMS & NAMES

- Ghana
- Mali
- Sundiata
- Mansa Musa
- Ibn Battuta
- Songhai
- Hausa
- Yoruba
- Benin

**SETTING THE STAGE** While the Almohads and Almoravids were building empires in North Africa, three powerful empires flourished in West Africa. These ancient African empires arose in the Sahel, the savanna region just south of the Sahara. They grew strong by controlling trade. In this section you will learn about the West African empires of Ghana, Mali, and Songhai.

## Empire of Ghana

By A.D. 200, trade across the Sahara had existed for centuries. However, this trade remained infrequent and irregular because of the harsh desert conditions. Most pack animals—oxen, donkeys, and horses—could not travel very far in the hot, dry Sahara without rest or water. Then, in the third century A.D., Berber nomads began using camels. The camel could plod steadily over much longer distances, covering as much as 60 miles in a day. In addition, it could travel more than ten days without water, twice as long as most pack animals. With the camel, nomads blazed new routes across the desert and trade increased.

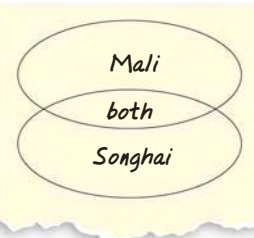
The trade routes crossed the savanna through the region farmed by the Soninke (soh•NIHN•keh) people. The Soninke people called their ruler *ghana*, or war chief. Muslim traders began to use the word to refer to the Soninke region. By the 700s, [Ghana](#) was a kingdom, and its rulers were growing rich by taxing the goods that traders carried through their territory.

**Gold-Salt Trade** The two most important trade items were gold and salt. Gold came from a forest region south of the savanna between the Niger (NY•juhr) and Senegal (SEHN•ih•GAWL) rivers. Miners dug gold from shafts as deep as 100 feet or sifted it from fast-moving streams. Some sources estimate that until about 1350, at least two-thirds of the world's supply of gold came from West Africa. Although rich in gold, West Africa's savanna and forests lacked salt, a material essential to human life. The Sahara contained deposits of salt. In fact, in the Saharan village of Taghaza, workers built their houses from salt blocks because it was the only material available.

Arab and Berber traders crossed the desert with camel caravans loaded down with salt. They also carried cloth, weapons, and manufactured goods from ports on the Mediterranean. After a long journey, they reached the market towns of the savanna. Meanwhile, African traders brought gold north from the forest regions.

## TAKING NOTES

**Comparing and Contrasting** Use a Venn diagram to compare and contrast information about the Mali and Songhai empires.







## West African Empires, 1000–1500

INTERACTIVE

### Empire of Ghana, A.D. 1000



### Empire of Mali, A.D. 1400



### Empire of Songhai, A.D. 1500



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Compare the regions occupied by the Ghana, Mali, and Songhai empires in terms of size and location.
- 2. Human-Environment Interaction** How did the environment both contribute resources to and cause problems for traders?

Merchants met in trading cities, where they exchanged goods under the watchful eye of the king's tax collector. In addition to taxing trade, royal officials made sure that all traders weighed goods fairly and did business according to law. Royal guards also provided protection from bandits.

**Land of Gold** By the year 800, Ghana had become an empire. Because Ghana's king controlled trade and commanded a large army, he could demand taxes and gifts from the chiefs of surrounding lands. As long as the chiefs made their payments, the king left them in peace to rule their own people.

In his royal palace, the king stored gold nuggets and slabs of salt (collected as taxes). Only the king had the right to own gold nuggets, although gold dust freely circulated in the marketplace. By this means, the king limited the supply of gold and kept its price from falling. Ghana's African ruler acted as a religious leader, chief judge, and military commander. He headed a large bureaucracy and could call up a huge army. In 1067, a Muslim geographer and scholar named al-Bakri wrote a description of Ghana's royal court:

#### PRIMARY SOURCE

The king adorns himself . . . wearing necklaces and bracelets. . . . The court of appeal is held in a domed pavilion around which stand ten horses with gold embroidered trappings. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the subordinate [lower] kings of his country, all wearing splendid garments and with their hair mixed with gold.

AL-BAKRI, quoted in *Africa in the Days of Exploration*

**Islamic Influences** While Islam spread through North Africa by conquest, south of the Sahara, Islam spread through trade. Muslim merchants and teachers settled in the states south of the Sahara and introduced their faith there.

Eventually, Ghana's rulers converted to Islam. By the end of the 11th century, Muslim advisers were helping the king run his kingdom. While Ghana's African rulers accepted Islam, many people in the empire clung to their animistic beliefs and practices. Animism is the belief that spirits living in animals, plants, and natural forces play an important role in daily life. Much of the population never converted. Those who did kept many of their former beliefs, which they observed along with Islam. Among the upper class, Islam's growth encouraged the spread of literacy. To study the Qur'an, converts to Islam had to learn Arabic.

#### MAIN IDEA

#### Analyzing Causes

**A** Why would the disruption of trade destroy Ghana's power?

In 1076 the Muslim Almoravids of North Africa completed their conquest of Ghana. Although the Almoravids eventually withdrew from Ghana, the war had badly disrupted the gold-salt trade. As a result, Ghana never regained its power. **A**

## Empire of Mali

By 1235 the kingdom of **Mali** had emerged. Its founders were Mande-speaking people, who lived south of Ghana. Mali's wealth, like Ghana's, was built on gold. As Ghana remained weak, people who had been under its control began to act independently. In addition, miners found new gold deposits farther east. This caused the most important trade routes to shift eastward, which made a new group of people—the people of Mali—wealthy. It also enabled them to seize power.

**Sundiata Conquers an Empire** Mali's first great leader, **Sundiata** (sun•JAHT•ah), came to power by crushing a cruel, unpopular leader. Then, in the words of a Mande oral tradition, "the world knew no other master but Sundiata." Sundiata became Mali's *mansa*, or emperor. Through a series of military victories, he took over the kingdom of Ghana and the trading cities of Kumbi and Walata. A period of peace and prosperity followed.

Sundiata proved to be as great a leader in peace as he had been in war. He put able administrators in charge of Mali's finances, defense, and foreign affairs. From his new capital at Niani, he promoted agriculture and reestablished the gold-salt trade. Niani became an important center of commerce and trade. People began to call Sundiata's empire Mali, meaning "where the king lives."

**Mansa Musa Expands Mali** Sundiata died in 1255. Some of Mali's next rulers became Muslims. These African Muslim rulers built mosques, attended public prayers, and supported the preaching of Muslim holy men. The most famous of them was **Mansa Musa** (MAHN•sah moo•SAH), who may have been Sundiata's grandnephew. Mansa Musa ruled from about 1312 to 1332.

## HistoryMakers

### Sundiata ?–1255

Sundiata came from the kingdom of Kangaba near the present-day Mali-Guinea border. According to tradition, he was one of 12 brothers who were heirs to the throne of Kangaba.

When Sumanguru, ruler of a neighboring state, overran Kangaba in the early 1200s, he wanted to eliminate rivals, so he murdered all of Sundiata's brothers. He spared Sundiata, who was sickly and seemed unlikely to survive.

However, as Sundiata grew up, he gained strength and became a popular leader of many warriors. In 1235, Sundiata's army defeated Sumanguru and his troops.

### Mansa Musa ?–1332?

Mansa Musa, the strongest of Sundiata's successors, was a devout Muslim. On his hajj, Mansa Musa stopped in Cairo, Egypt. Five hundred slaves, each carrying a staff of gold, arrived first. They were followed by 80 camels, each carrying 300 pounds of gold dust. Hundreds of other camels brought supplies. Thousands of servants and officials completed the procession.

Mansa Musa gave away so much gold in Cairo that the value of this precious metal declined in Egypt for 12 years.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Sundiata and Mansa Musa, go to **classzone.com**



## > Analyzing Primary Sources

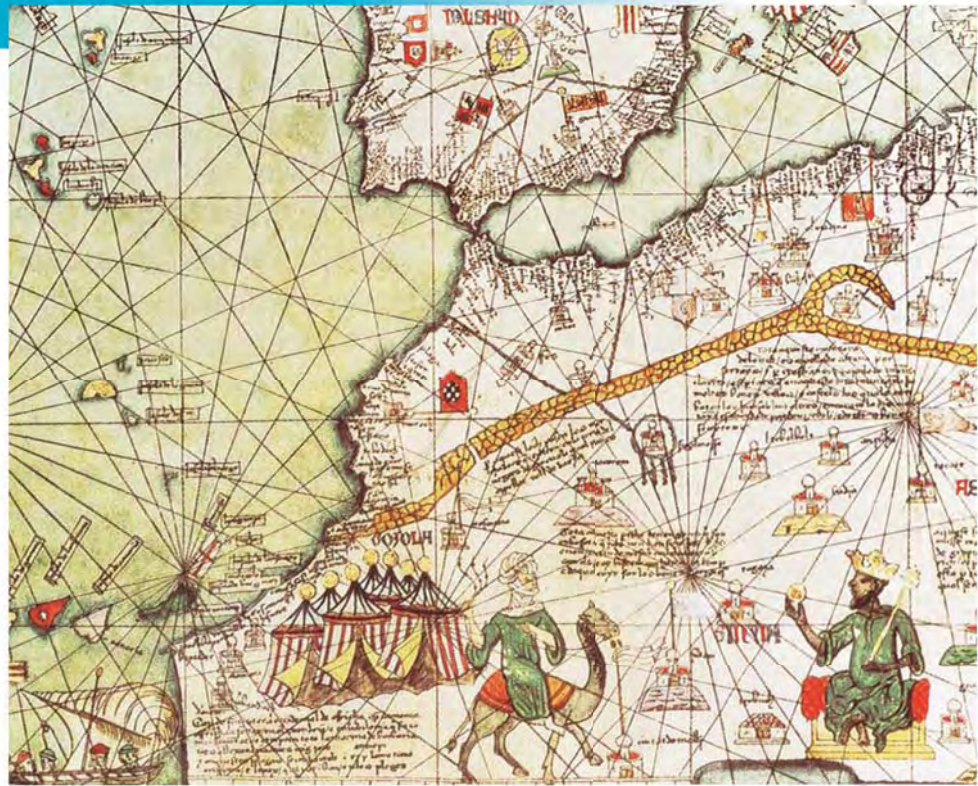
### Mansa Musa's Kingdom

In 1324, Mansa Musa left Mali for the hajj to Mecca. On the trip, he gave away enormous amounts of gold. Because of this, Europeans learned of Mali's wealth. In 1375, a Spanish mapmaker created an illustrated map showing Mansa Musa's kingdom in western Africa. Drawn on the map is Mansa Musa holding a gold nugget.

At the top of the map is Spain. At the bottom of Spain, the Mediterranean meets the Atlantic Ocean at the Strait of Gibraltar. South of Gibraltar is Africa. Filling most of the map is North Africa, with the Mediterranean extending east and the Atlantic west of Gibraltar.

### DOCUMENT-BASED QUESTIONS

1. **Determining Main Ideas** What was a major source of wealth for the Empire of Mali?
2. **Making Inferences** How might Mali's (and Africa's) wealth have influenced interactions between Africans and Europeans?



Between the reigns of Sundiata and Mansa Musa, Mali experienced turmoil. There had been seven different rulers in approximately 50 years. Like Sundiata, Mansa Musa was a skilled military leader who exercised royal control over the gold-salt trade and put down every rebellion. His 100,000-man army kept order and protected Mali from attack. Under Mansa Musa, the empire expanded to roughly twice the size of the empire of Ghana. To govern his far-reaching empire, Mansa Musa divided it into provinces and appointed governors, who ruled fairly and efficiently.

A devout Muslim, Mansa Musa went on a hajj to Mecca from 1324 to 1325. When he returned, he ordered the building of new mosques at the trading cities of Timbuktu (TIHM•buhk•TOO) and Gao. Timbuktu became one of the most important cities of the empire. It attracted Muslim judges, doctors, religious leaders, and scholars from far and wide. They attended Timbuktu's outstanding mosques and universities.

**Travels of Ibn Battuta** In 1352, one of Mansa Musa's successors prepared to receive a traveler and historian named **Ibn Battuta** (IHB•uhn ba•TOO•tah). A native of Tangier in North Africa, Ibn Battuta had traveled for 27 years, visiting most of the countries in the Islamic world.

After leaving the royal palace, Ibn Battuta visited Timbuktu and other cities in Mali. He found he could travel without fear of crime. As a devout Muslim, he praised the people for their study of the Qur'an. However, he also criticized them for not strictly practicing Islam's moral code. Even so, Mali's justice system greatly impressed him:

### PRIMARY SOURCE

They are seldom unjust, and have a greater abhorrence of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers.

IBN BATTUTA, quoted in *Africa in the Days of Exploration*

Ibn Battuta left Mali in 1353. Within 50 years, the once-powerful empire began to weaken. Most of Mansa Musa's successors lacked his ability to govern well. In addition, the gold trade that had been the basis of Mali's wealth shifted eastward as new goldfields were developed elsewhere.

## Empire of Songhai

As Mali declined in the 1400s, people who had been under its control began to break away. Among them were the **Songhai** (SAWNG•HY) people to the east. They built up an army and extended their territory to the large bend in the Niger River near Gao. They gained control of the all-important trade routes. Gao was the capital of their empire. **B**

### MAIN IDEA

#### Making Inferences

**B** Why might the people who had been conquered by Mali want to break away?

**Sunni Ali, a Conquering Hero** The Songhai had two extraordinary rulers, both of whom were Muslims. One was Sunni Ali, who built a vast empire by military conquest. Sunni Ali's rule began in 1464 and lasted almost 30 years.

Sunni Ali built a professional army that had a riverboat fleet of war canoes and a mobile fighting force on horseback. He expanded Songhai into an empire through his skill as a military commander and his aggressive leadership. In 1468, Sunni Ali achieved his first major military triumph. He captured the city of Timbuktu, which had been an important part of Mali's empire.

Five years later, he took Djenné, also a trade city that had a university. To take Djenné, Sunni Ali surrounded the city with his army for seven years before it fell in 1473. Sunni Ali completed the takeover of Djenné by marrying its queen.

**Askia Muhammad Governs Well** After Sunni Ali's death in 1492, his son succeeded him as ruler. Almost at once, the son faced a major revolt by Muslims who were angry that he did not practice their religion faithfully. The leader of the revolt was a devout Muslim named Askia Muhammad. He drove Sunni Ali's son from power and replaced him.

During his 37-year rule, Askia Muhammad proved to be an excellent administrator. He set up an efficient tax system and chose able officials. Adding to the centralized government created by Sunni Ali, he appointed officials to serve as ministers of the treasury, army, navy, and agriculture. Under his rule, the well-governed empire thrived.

Despite its wealth and learning, the Songhai Empire lacked modern weapons. The Chinese had invented gunpowder in the ninth century. About 1304, Arabs developed the first gun, which shot arrows. In 1591, a Moroccan fighting force of several thousand men equipped with gunpowder and cannons crossed the Sahara and invaded Songhai. The Moroccan troops quickly defeated the Songhai warriors, who were armed only with swords and spears. The collapse of the Songhai Empire ended a 1,000-year period in which powerful kingdoms and empires ruled the central region of West Africa.

## Other Peoples of West Africa

While empires rose and fell, city-states developed in other parts of West Africa. As in Ghana, Mali, and Songhai, Muslim traditions influenced some of these city-states. Other city-states held to their traditional African beliefs.

**Hausa City-States Compete** The **Hausa** (HOW•suh) were a group of people named after the language they spoke. The

## Social History

### Islam in West Africa

South of the Sahara, many converts to Islam also kept their African beliefs. They found ways to include their traditional rituals and customs in their new religion.

The status of women in West African societies demonstrates how local custom altered Muslim practice. In many 15th-century Muslim societies, women seldom left their homes. When they did, they veiled their faces. Muslim women in West Africa, however, did not wear veils. They also mingled freely with men in public, which shocked visiting Muslim religious leaders.



## History *in* Depth

### Queen Amina's Reign

In the 1500s, the Hausa city-state of Zazzau (later called Zaria) was governed by Queen Amina. She was remembered as the "headdress among the turbans." Her rule was distinguished for its military conquests.

The *Kano Chronicle*, a history of the city-state of Kano, records:

*At this time Zaria, under Queen Amina, conquered all the towns as far as Kwarajara and Nupe. Every town paid tribute to her. . . . Her conquests extended over 34 years.*


Queen Amina's commitment to her Muslim faith also led her to encourage Muslim scholars, judges, and religious leaders from religious centers at Kano and Timbuktu to come to Zazzau.

city-states of the Hausa people first emerged between the years 1000 and 1200 in the savanna area east of Mali and Songhai in what is today northern Nigeria. Songhai briefly ruled the Hausa city-states, but they soon regained their independence. In such city-states as Kano, Katsina, and Zazzau (later Zaria), local rulers built walled cities for their capitals. From their capitals, Hausa rulers governed the farming villages outside the city walls.

Each ruler depended on the crops of the farmers and on a thriving trade in salt, grain, and cotton cloth made by urban weavers. Because they were located on trade routes that linked other West African states with the Mediterranean, Kano and Katsina became major trading states. They profited greatly from supplying the needs of caravans. Kano was noted for its woven and dyed cloth and for its leather goods.

Zazzau, the southernmost state, conducted a vigorous trade in enslaved persons. Zazzau's traders raided an area south of the city and sold their captives to traders in other Hausa states. These traders sold them to other North or West African societies in exchange for horses, harnesses, and guns. The Hausa kept some slaves to build and repair city walls and grow food for the cities.

All the Hausa city-states had similar forms of government.

Rulers held great power over their subjects, but ministers and other officials acted to check this power. For protection, each city-state raised an army of mounted horsemen. Although rulers often schemed and fought to gain control over their neighbors, none succeeded for long. The constant fighting among city-states prevented any one of them from building a Hausa empire. 

**Yoruba Kings and Artists** Like the Hausa, the **Yoruba** (YAWR•uh•buh) people all spoke a common language. Originally the Yoruba-speaking people belonged to a number of small city-states in the forests on the southern edge of the savanna in what is today Benin and southwestern Nigeria. In these communities most people farmed. Over time, some of these smaller communities joined together under strong leaders. This led to the formation of several Yoruba kingdoms.

Considered divine, Yoruba kings served as the most important religious and political leaders in their kingdoms. All Yoruba chiefs traced their descent from the first ruler of Ife (EE•fay). According to legend, the creator sent this first ruler down to earth at Ife, where he founded the first Yoruba state. His many sons became the heads of other Yoruba kingdoms. All Yoruba chiefs regarded the king of Ife as their highest spiritual authority. A secret society of religious and political leaders limited the king's rule by reviewing the decisions he made.


Ife and Oyo were the two largest Yoruba kingdoms. Ife, developed by 1100, was the most powerful Yoruba kingdom until the late 1600s, when Oyo became more prosperous. As large urban centers, both Ife and Oyo had high walls surrounding them. Most rural farms in the surrounding areas produced surplus

▼ This Yoruba crown made of glass beads and grass cloth stands about 20 inches high.



### MAIN IDEA

#### Analyzing Causes

 What was the main reason that the Hausa did not develop an empire?

**Vocabulary**

*terra cotta*: a reddish-brown clay, hard ceramic

food, which was sent to the cities. This enabled city dwellers to become both traders and craftspeople.

The Ife were gifted artists who carved in wood and ivory. They produced terra cotta sculptures and cast in metal. Some scholars believe that the rulers supported artists. Many clay and metal casts portray Ife rulers in an idealistic way.

**Kingdom of Benin** To the south and west of Ife, near the delta of the Niger River, lay the kingdom of **Benin** (buh•NIHN). Like the Yoruba people of Ife and Oyo, the people of Benin made their homes in the forest. The first kings of Benin date from the 1200s. Like the Yoruba kings, the oba, or ruler, of Benin based his right to rule on claims of descent from the first king of Ife.

In the 1400s, the oba named Ewuare made Benin into a major West African state. He did so by building a powerful army. He used it to control an area that by 1500 stretched from the Niger River delta in the east to what is today Lagos, Nigeria. Ewuare also strengthened Benin City by building walls around it. Inside the city, broad streets were lined by neat rows of houses.

The huge palace contained many courtyards and works of art. Artists working for the oba created magnificent brass heads of the royal family and copper figurines. Brass plaques on the walls and columns of the royal palace of the oba showed legends, historical scenes, and the deeds of the oba and his nobles. According to tradition, Benin artists learned their craft from an Ife artist brought to Benin by the oba to teach them.

In the 1480s, Portuguese trading ships began to sail into Benin's port at Gwatto. The Portuguese traded with Benin merchants for pepper, leopard skins, ivory, and enslaved persons. This began several centuries of European interference in Africa, during which they enslaved Africans and seized African territories for colonies. Meanwhile, East Africans—discussed in Section 3—prospered from trade and developed thriving cities and empires.



▲ This ivory mask is one of four taken from the king of Benin in 1897. It was worn on the belt of a ceremonial costume.

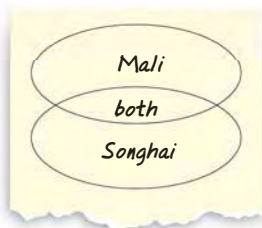
**SECTION****2****ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Ghana      • Mali      • Sundiata      • Mansa Musa      • Ibn Battuta      • Songhai      • Hausa      • Yoruba      • Benin

**USING YOUR NOTES**

2. What are some similarities between the two empires? Explain.

**MAIN IDEAS**

3. How did Ghana's gold-salt trade work?
4. How did Sunni Ali build an empire?
5. What form of government was typical of Hausa city-states?

**CRITICAL THINKING & WRITING**

6. **DRAWING CONCLUSIONS** Which of the two—the Yoruba or the people of Benin—had more influence on the other?
7. **COMPARING** What are some of the similarities between the Hausa city-states and other city-states you have read about?
8. **COMPARING** What are some of the similarities between Sundiata and Mansa Musa?
9. **WRITING ACTIVITY** **ECONOMICS** What do you think was the most effective method Ghana used to regulate its economy? Explain your answer in a short **paragraph** in which you touch upon trade routes, gold, and taxes.

**CONNECT TO TODAY** **CREATING A POSTER**

Learn more about the mining and production of salt today. Present your findings in a **poster**, with illustrations and captions.



## Benin Bronzes

Benin is famous for its bronze and brass sculptures. Benin sculpture was made by guilds controlled by the king. One of the main functions of Benin art was to please the ruler by recording his history or by displaying his power. For instance, brass plaques commemorating the ruler's great achievements adorned the palace walls. Busts of the ruler and his family showed them as idealized figures.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Benin art, go to [classzone.com](http://classzone.com)

### Queen Mother ►

Perhaps the most widely known type of Benin sculpture was the royal head, such as this one. In Benin, the Queen Mother held a lot of power. To symbolize that power, she wore a woven crown called a "chicken's beak."



### ◄ Plaque

Plaques such as this decorated the palace of the Oba, or ruler, of Benin



## The Lost-Wax Process

Many of the Benin sculptures were made using the lost-wax process.

1. The artist forms a core of clay that is roughly the shape of the planned sculpture.



2. The artist applies a layer of wax over the core, then carves fine details into the surface of the wax.



3. A layer of fine clay is spread over the wax surface. This creates a smooth finish and captures the small details.



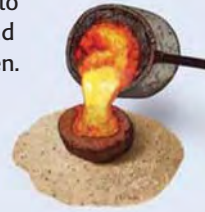
4. Several layers of coarse clay are applied to create the mold.



5. The entire object is fired in a kiln (oven). The clay hardens, and the wax melts away, leaving a clay mold. (The melted wax is the origin of the name "lost-wax.")



6. Melted bronze is poured into the mold and left to harden.



7. The clay mold is broken off, revealing the finished bronze sculpture.



### Leopard ►

Admired for its power, fierceness, and intelligence, the leopard was depicted on many royal objects. This snarling leopard is a symbol of the king's power. It is also a water vessel that was used on ceremonial occasions.



### ◄ Musician

This figure was probably made in the late 16th or early 17th century. It shows an attendant of the king blowing a horn or flute. This type of figure was often found on altars.

## Connect to Today

**1. Making Inferences** Why do you think the figure of a servant blowing a horn was found on an altar?

 See Skillbuilder Handbook, Page R10.

**2. Comparing and Contrasting** Use library resources to identify a sculpture of a U.S. leader. What quality about that leader does the sculpture portray? How is it similar to or different from Benin's royal sculptures?





# 3

## Eastern City-States and Southern Empires

### MAIN IDEA

**INTERACTION WITH ENVIRONMENT** African city-states and empires gained wealth through developing and trading resources.

### WHY IT MATTERS NOW

The country of Zimbabwe and cities such as Mogadishu and Mombasa have their roots in this time period.

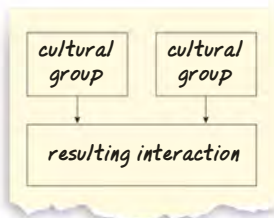
### TERMS & NAMES

- Swahili
- Great Zimbabwe
- Mutapa

**SETTING THE STAGE** As early as the third century A.D., the kingdom of Aksum had taken part in an extensive trade network. From its Red Sea port, Aksum traded with Arabia, Persia, India, and Rome. In the 600s, Muslim forces gained control of Arabia, the Red Sea, and North Africa. The Muslims cut off the Aksumites from their port. The Aksumites moved their capital south from Aksum to Roha (later called Lalibela) shortly before 1100. In the meantime, other cities on the east coast were thriving because of Indian Ocean trade. In this section, you will learn about East African trade, Islamic influences in East Africa, and the peoples of southern Africa.

### TAKING NOTES

**Analyzing Causes** Use a chart to explain one example of cultural interaction resulting from trade.



## East Coast Trade Cities

Villages along the east coast began to develop into important trade cities. By 1100, waves of Bantu-speaking people had migrated across central Africa to the east coast. There they established farming and fishing villages. Slowly, the existing coastal villages grew into bustling seaports, built on trade between East African merchants and traders from Arabia, Persia, and India. As trade increased, many Muslim Arab and Persian traders settled in these port cities. Arabic blended with the Bantu language to create the [Swahili](#) (swah•HEE•lee) language.

Persian traders moved south from the Horn of Africa, a triangular peninsula near Arabia. They brought Asian manufactured goods to Africa and African raw materials to Asia. In the coastal markets, Arab traders sold porcelain bowls from China and jewels and cotton cloth from India. They bought African ivory, gold, tortoiseshell, ambergris, leopard skins, and rhinoceros horns to carry to Arabia.

By 1300, more than 35 trading cities dotted the coast from Mogadishu in the north to Kilwa and Sofala in the south. Like the empires of West Africa, these seaports grew wealthy by controlling all incoming and outgoing trade. Some cities also manufactured trade goods for export. For example, weavers in Mogadishu and Sofala made cloth. Workers in Mombasa and Malindi made iron tools.

**The City-State of Kilwa** In 1331, Ibn Battuta visited Kilwa. He admired the way that its Muslim rulers and merchants lived. Rich families lived in fine houses of coral and stone. They slept in beds inlaid with ivory and their meals were served on porcelain. Wealthy Muslim women wore silk robes and gold and silver bracelets.



## East African Trade, 1000

### Trade Goods

Origin	Raw Materials	Products Made
Savanna region	leopard skins	saddles
Coastal region	tortoiseshells	combs
Southern African	gold from mines	coins, jewelry
Savanna region	ivory from elephants	chess pieces, sword hilts



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How far did a trader have to travel to make a round trip from Calicut in India to Kilwa in Africa and back again?
- 2. Human-Environment Interaction** Which monsoon would a trader rely on to sail from India to Africa?
- 3. Region** Which raw materials came from the savanna region?



Kilwa grew rich because it was as far south on the coast as a ship from India could sail in one monsoon season. Therefore, trade goods from southerly regions had to funnel into Kilwa, so Asian merchants could buy them.

In addition, in the late 1200s Kilwa had seized the port of Sofala, which was a trading center for gold mined inland. By controlling Sofala, Kilwa was able to control the overseas trade of gold from southern Africa. As a result, Kilwa became the wealthiest, most powerful coastal city-state. **A**

**Portuguese Conquest** In 1488, the first Portuguese ships rounded the southern tip of Africa and sailed north, looking for a sea route to India. They wanted to gain profits from the Asian trade in spices, perfumes, and silks. When the Portuguese saw the wealth of the East African city-states, they decided to conquer those cities and take over the trade themselves.

Using their shipboard cannon, the Portuguese took Sofala, Kilwa, and Mombasa. They burned parts of Kilwa and built forts on the sites of Kilwa and Mombasa. The Portuguese kept their ports and cities on the East African coast for the next two centuries.

#### MAIN IDEA

#### Analyzing Causes

**A** What were the two main reasons Kilwa became so wealthy?

## Islamic Influences

Muslim traders introduced Islam to the East African coast, and the growth of commerce caused the religion to spread. Even the smallest towns had a mosque for the faithful. A Muslim sultan, or ruler, governed most cities. In addition, most government officials and wealthy merchants were Muslims. However, the vast majority of people along the East African coast held on to their traditional religious beliefs.

### > Analyzing Primary Sources

#### Islamic Law in Mogadishu

In 1331, Ibn Battuta, traveling by caravan similar to the one at right, visited the African city of Mogadishu. He described how Muslim officials decided legal matters.

#### PRIMARY SOURCE

The Shaikh [sultan] takes his place in his hall of audience and sends for the Qadi [judge]. He takes his place on the Shaikh's left and then the lawyers come in and the chief of them sit in front of the Shaikh. . . . Then food is brought and . . . those who are in the audience chamber eat in the presence of the Shaikh. . . . After this the Shaikh retires to his private apartments and the Qadi, the wazirs [government ministers] . . . and . . . chief amirs [military commanders] sit to hear causes and complaints. Questions of religious law are decided by the Qadi, other cases are judged by the . . . wazirs and amirs. If a case requires the views of the [Shaikh], it is put in writing for him. He sends back an immediate reply.

IBN BATTUTA, *Travels of Ibn Battuta*

#### DOCUMENT-BASED QUESTIONS

1. **Summarizing** Who were the four types of people who decided legal matters?
2. **Clarifying** What types of cases did they judge?



This was also true of the people who lived in inland villages.

**Enslavement of Africans** Along with luxury goods, Arab Muslim traders exported enslaved persons from the East African coast. Traders sent Africans acquired through kidnapping to markets in Arabia, Persia, and Iraq. Wealthy people in these countries often bought slaves to do domestic tasks. Muslim traders shipped enslaved Africans across the Indian Ocean to India, where Indian rulers employed them as soldiers. Enslaved Africans also worked on docks and ships at Muslim-controlled ports and as household servants in China.

Although Muslim traders had been enslaving East Africans and selling them overseas since about the ninth century, the numbers remained small—perhaps about 1,000 a year. The trade in slaves did not increase dramatically until the 1700s. At that time, Europeans started to buy captured Africans for their colonial plantations. **B**

#### MAIN IDEA

##### Summarizing

**B** How extensive was the trade in enslaved persons from East Africa before 1700?



▲ An Arab slave market in Yemen, A.D. 1237

## Southern Africa and Great Zimbabwe

The gold and ivory that helped the coastal city-states grow rich came from the interior of southern Africa. In southeastern Africa the Shona people established a city called **Great Zimbabwe** (zihm•BAHB•way), which grew into an empire built on the gold trade.

**Great Zimbabwe** By 1000, the Shona people had settled the fertile, well-watered plateau between the Zambezi and Limpopo rivers in modern Zimbabwe. The area was well suited to farming and cattle raising. Its location also had economic advantages. The city of Great Zimbabwe stood near an important trade route linking the goldfields with the coastal trading city of Sofala. Sometime after 1000, Great Zimbabwe gained control of these trade routes. From the 1200s through the 1400s, it became the capital of a thriving state. Its leaders taxed the traders who traveled these routes. They also demanded payments from less powerful chiefs. Because of this growing wealth, Great Zimbabwe became the economic, political, and religious center of its empire.

But by 1450, Great Zimbabwe was abandoned. No one knows for sure why it happened. According to one theory, cattle grazing had worn out the grasslands. In addition, farming had worn out the soil, and people had used up the salt and timber. The area could no longer support a large population.

Almost everything that is known about Great Zimbabwe comes from its impressive ruins. Portuguese explorers knew about the site in the 1500s. Karl Mauch, a German explorer, was one of the first Europeans to discover the remains of these stone dwellings in 1871.



# Great Zimbabwe

Great Zimbabwe was an important city in southern Africa. The word *zimbabwe* comes from a Shona phrase meaning “stone houses.” The ruins consist of two complexes of stone buildings that once housed the royal palace of Great Zimbabwe’s rulers. There are great curving walls around the ruins. Because there was no way for soldiers to climb to the top of the walls, archaeologists theorize that they were not used primarily as defenses.

The massive walls were probably built to impress visitors with the strength of Zimbabwe and its ruler. Inside the walls stands a cone-shaped tower. Among the ruins were found tall figures of birds, carved from soapstone. Archaeologists believe the construction of Great Zimbabwe may have taken about 400 years.

### City of Great Zimbabwe

The Shona people built this impressive city as the center of their empire.

- It covered many acres.
- Its population was more than 10,000.
- The walls contain approximately 900,000 stone blocks. They were so well built that the blocks hold together without mortar.
- The Great Enclosure is a curving wall up to 36 feet high and 15 feet thick.



This photograph shows part of the Great Enclosure.



This picture of two girls standing next to a wall shows how very high the enclosing walls are.

### SKILLBUILDER: Interpreting Visual Sources

1. **Drawing Conclusions** *If the walls were not built for defense, what does this suggest about the safety and security of Great Zimbabwe?*
2. **Making Inferences** *If military assault did not account for the fall of Zimbabwe, what other factors might have played a part?*



## The Mutapa Empire

According to Shona oral tradition, a man named Mutota left Great Zimbabwe about 1420 to find a new source of salt. Traveling north, he settled in a valley with fertile soil, good rainfall, and ample wood. There he founded a new state to replace Great Zimbabwe. As the state grew, its leader Mutota used his army to dominate the northern Shona people living in the area. He forced them to make payments to support him and his army.

**Mutapa Rulers** These conquered people called Mutota and his successors *mwene mutapa*, meaning “conqueror” or “master pillager.” The Portuguese who arrived on the East African coast in the early 1500s believed *mwene mutapa* to be a title of respect for the ruler. The term is also the origin of the name of the **Mutapa** Empire. By the time of Mutota’s death, the Mutapa Empire had conquered all of what is now Zimbabwe except the eastern portion. By 1480 Mutota’s son Matope claimed control of the area along the Zambezi River to the Indian Ocean coast.

The Mutapa Empire was able to mine gold deposited in nearby rivers and streams. In addition, Mutapa rulers forced people in conquered areas to mine gold for them. The rulers sent gold to the coastal city-states in exchange for luxuries. Even before the death of Matope, the southern part of his empire broke away. However, the Mutapa Dynasty remained in control of the smaller empire.

In the 1500s, the Portuguese tried to conquer the empire. When they failed to do so, they resorted to interfering in Mutapa politics. They helped to overthrow one ruler and replace him with one they could control. This signaled increasing European interference in Africa in centuries to come. 🌐

## Global Impact

### Swahili

Over the centuries, contacts between two peoples—Bantu speakers and Arabs—led to the creation of a new people and a new language. Many Arab traders married African women. People of mixed Arab and African ancestry came to be called Swahili. The word comes from an Arabic term meaning “people of the coast” and refers to the East African coast.

Although Swahili peoples do not share a single culture, they do speak a common language. Swahili is a Bantu language with many words borrowed from Arabic. The Swahili peoples traded the gold and ivory of Africa for goods from India and China. During the 1500s and 1600s, the Portuguese looted Swahili cities and damaged Swahili trade.

### MAIN IDEA

#### Making Inferences

🌐 Why do you think the Portuguese wanted to conquer the Mutapa Empire?

### SECTION

## 3

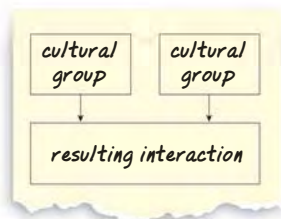
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Swahili
- Great Zimbabwe
- Mutapa

### USING YOUR NOTES

2. Do you think this interaction had a positive or negative effect? Explain.



### MAIN IDEAS

- How did the Swahili language develop?
- How was Islam introduced to East Africa?
- How did the people of Great Zimbabwe positively interact with their environment?

### CRITICAL THINKING & WRITING

- COMPARING** Compare the Portuguese who arrived in East Africa with the rulers of the Mutapa Empire.
- SYNTHESIZING** What were some of the effects of East African trade on different cultural groups?
- DRAWING CONCLUSIONS** How is Swahili an example of cultural interaction?
- WRITING ACTIVITY** **INTERACTION WITH ENVIRONMENT** How did the people of Great Zimbabwe negatively interact with their environment? Write a one-paragraph **essay** explaining your answer.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the modern African country of Zimbabwe. Find out where it is located in Africa, its capital, and other information. Enter your findings on an **outline map** of Africa.

**INTERNET KEYWORD**  
Zimbabwe



# Chapter 15 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to African history from 800 to 1500.

1. lineage
2. stateless society
3. matrilineal
4. Ghana
5. Mali
6. Songhai
7. Swahili
8. Great Zimbabwe

## MAIN IDEAS

### North and Central African Societies

Section 1 (pages 409–412)

9. How is a dispute settled in Efe society?
10. What is an age-set system?
11. How were the beginnings of the Almoravid and Almohad empires similar?

### West African Civilizations

Section 2 (pages 413–421)

12. What accounted for Ghana's financial success?
13. What were two ways that Islam spread through Africa?
14. What was the economy of the Hausa city-states like?

### Eastern City-States and Southern Empires

Section 3 (pages 422–427)

15. How did the Swahili language evolve?
16. Why was it important for Kilwa to control Sofala?

17. Who was most affected by the introduction of Islam to East Africa?
18. What was the relationship of Great Zimbabwe to the Mutapa Empire?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a chart like the one shown, list for each leader what group of people he led and one of his achievements.

Leader	Group	Achievement
Ibn Yasin		
Askia Muhammad		
Ewure		

### 2. RECOGNIZING EFFECTS

**RELIGIOUS AND ETHICAL SYSTEMS** In what way did Islam encourage the spread of literacy?

### 3. RECOGNIZING EFFECTS

**INTERACTION WITH ENVIRONMENT** How did people adapt to the harsh conditions of the Sahara? Discuss traders who crossed the Sahara and people who lived in the Saharan village of Taghaza.

### 4. SUMMARIZING

How are group membership, inheritance rights, and positions of authority usually decided in a matrilineal society?

### 5. CLARIFYING

Why was the location of Great Zimbabwe advantageous?

## VISUAL SUMMARY

### Societies and Empires of Africa

	Organization & Time Period	Important Facts
<b>Igbo People</b>	Existed as a stateless society from <b>9th to 19th centuries</b>	Elders resolved conflicts
<b>Almoravids</b>	Muslim state from <b>mid-1000s to mid-1100s</b>	Founded city of Marrakech
<b>Almohads</b>	Muslim state from <b>mid-1100s to mid-1200s</b>	Unified the Maghrib under one authority for first time in history
<b>Ghana</b>	West African empire from <b>700s to 1076</b>	Grew wealthy and powerful by controlling gold-salt trade
<b>Mali</b>	West African empire from <b>1235 to 1400s</b>	Mansa Musa's hajj made Mali's wealth famous
<b>Songhai</b>	West African empire that flourished in the <b>1400s and 1500s</b>	Conquered Mali and gained control of trade routes
<b>Benin</b>	West African trading kingdom strong in <b>1400s and 1500s</b>	Famous for bronze and brass works of art
<b>Kilwa</b>	East African city-state flourished from <b>1200s to 1400s</b>	Grew wealthy from trade
<b>Great Zimbabwe</b>	Capital of trade-based empire from <b>1200s until about 1450</b>	City abandoned, perhaps because natural resources were used up
<b>Mutapa Empire</b>	Founded about <b>1420</b> by man from Great Zimbabwe	Remained independent in spite of Portuguese attempts

Use the map and your knowledge of world history to answer the questions.

Additional Test Practice, pp. S1–S33



- Which is the most widespread ethnic group?
  - Soninke
  - Berbers
  - Hausa
  - Igbo
- In which nation does that group *not* live?
  - Algeria
  - Mauritania
  - Niger
  - Libya
- Which group does *not* live in modern Nigeria?
  - Soninke
  - Hausa
  - Yoruba
  - Igbo
- What geographical feature might explain why there are no ethnic groups shown in the center of the map?
  - Atlantic Ocean
  - equator
  - the Sahara
  - Tropic of Cancer

**INTEGRATED TECHNOLOGY**

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

**ALTERNATIVE ASSESSMENT**

**1. Interact *with* History**

Recall your discussion of the question on page 408: How might trade benefit both sides? Now that you've read the chapter, reevaluate what makes trade beneficial. How did environmental conditions affect what items had value in Africa? Did government policies have any effect on value? Consider what you learned about trading states in both West and East Africa.

**2. WRITING ABOUT HISTORY**

**ECONOMICS** Do you think Africa was connected to most of the world through trade, or was it relatively isolated from the rest of the world? Write an **essay** in which you support your answer with evidence from the chapter.

Consider the following:

- Muslim states of North Africa
- gold-salt trade
- empires and kingdoms of West Africa
- east coast trade cities

**INTEGRATED TECHNOLOGY**

**Participating in a WebQuest**

**Introduction** Today, much of eastern Africa still relies heavily on trade. With a group of students, have each member choose one East African country to research in terms of its trade and culture. Issues to investigate might include what goods present-day East African nations trade and who their trading partners are.

**Task** Create an electronic presentation of information on exports and imports, quantities shipped, where the goods are going, and how they are being transported.

**Process and Resources** Have each member of the group bring his or her information on East African trade and culture to the group to create a presentation. Use this chapter and the Internet as resources for your research.

**Evaluation and Conclusion** East African trade has been important to the economies of the region. How did this project contribute to your understanding of the interrelationship between prosperity and trade?



## Trade Creates Links

A trade network exists when a group of people or countries buys from or sells to each other on a regular basis. Historically, trade networks arose as merchants traded local products for those from other places—often very distant places. Trade is a good way to spread products that are in high demand. Unit 3 discussed trade networks in the Arabian Peninsula, Asia, the Mediterranean Sea, the Sahara, and the Indian Ocean. In the next six pages, you will see how these networks worked.





## Components of Trade Networks

### Trading Partners

Merchants could grow rich selling highly desired goods that were not produced locally. To obtain such goods, merchants traded with people in other regions. When two regions trade regularly, they become trading partners.

### Trade Goods

Products become trade goods when one region lacks them and another has a surplus to sell. Trade goods may be valuable because they are rare (such as ivory), useful (such as salt to preserve meat), or beautiful (such as silk).

### Modes of Transport

Caravans of camels, mules, or other animals carried trade goods over land. Vessels that relied on wind power (such as the dhow) or the strength of human rowers shipped trade goods across the seas.

### Currency

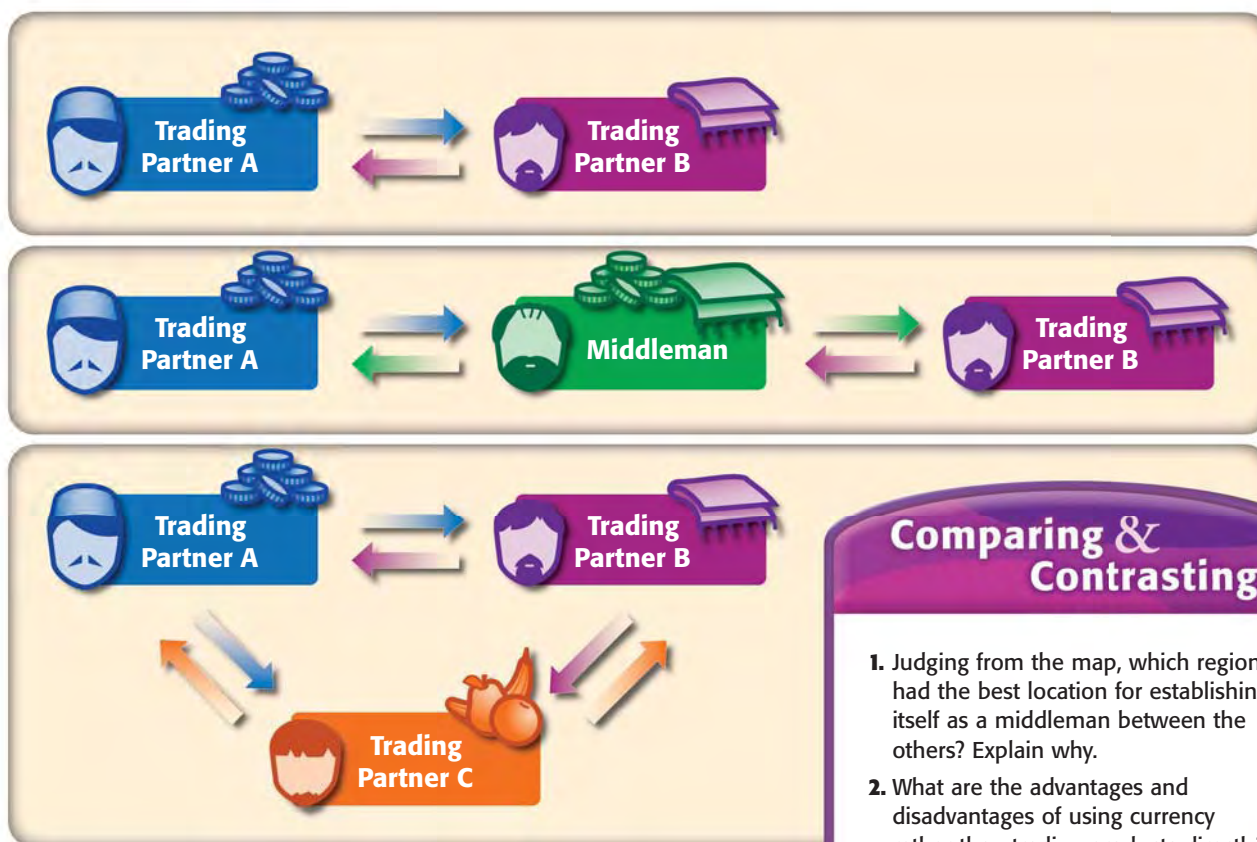
Merchants do not always exchange one product directly for another. They may buy goods with money. Currency is any item that is accepted as money in a region. Besides paper money, cowrie shells, salt, and metals served as currency.

### Middlemen

Because some trade goods traveled very long distances, merchants did not always buy products directly from their places of origin. Middlemen acted as go-betweens, buying goods from merchants in one region to sell to merchants in another.

## Types of Trade Networks

Trade networks frequently include more than two partners. Merchants from one area might sell their goods to several different regions. Middlemen might also do business with various different partners. The diagrams below show three basic types of trade networks.



### Comparing & Contrasting

1. Judging from the map, which region had the best location for establishing itself as a middleman between the others? Explain why.
2. What are the advantages and disadvantages of using currency rather than trading products directly?





# Major Trade Networks

The five major trade networks that you studied in Unit 3 are listed on the chart. Notice who the different trading partners were in each network and the products that they sold each other. Consider why the dhow and the camel described on the next page were particularly useful as modes of transport.

	Trading Partners	Trade Goods	Modes of Transport
<b>Trans-Arabia</b>	<ul style="list-style-type: none"> <li>• Sassanid Empire</li> <li>• Arabia</li> <li>• Byzantine Empire</li> </ul>	<ul style="list-style-type: none"> <li>• East Asia: silk, gems, dyes, cotton cloth</li> <li>• Arabia: incense, spices</li> <li>• Southwest Asia: wool, gold, silver</li> </ul>	<ul style="list-style-type: none"> <li>• camel caravans</li> </ul>
<b>Silk Roads</b>	<ul style="list-style-type: none"> <li>• China</li> <li>• India</li> <li>• Persia and Central Asia</li> <li>• Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Asia: silk, porcelain, spices, precious woods, gems</li> <li>• Europe: wool cloth, gold, silver</li> </ul>	<ul style="list-style-type: none"> <li>• caravans of camels and other pack animals</li> </ul>
<b>Mediterranean</b>	<ul style="list-style-type: none"> <li>• Europe</li> <li>• North Africa</li> <li>• Southwest Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Europe: wool and linen cloth, wine, metal</li> <li>• North Africa: wool</li> <li>• Asia: spices, fruit, cloth</li> </ul>	<ul style="list-style-type: none"> <li>• by sea, galleys with numerous rowers</li> <li>• overland, caravans of pack animals</li> </ul>
<b>Trans-Sahara</b>	<ul style="list-style-type: none"> <li>• North Africa</li> <li>• West Africa</li> </ul>	<ul style="list-style-type: none"> <li>• North Africa: cloth, salt, horses, guns</li> <li>• West Africa: gold, dyed cloth, leather goods, slaves</li> </ul>	<ul style="list-style-type: none"> <li>• camel caravans</li> </ul>
<b>Indian Ocean</b>	<ul style="list-style-type: none"> <li>• China</li> <li>• India</li> <li>• Arabia</li> <li>• East Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Asia: porcelain, silk, jewelry, cotton</li> <li>• East Africa: ivory, gold, tortoiseshell, leopard skins, slaves</li> </ul>	<ul style="list-style-type: none"> <li>• Arab dhows</li> <li>• Chinese junks</li> </ul>

**SKILLBUILDER: Interpreting Charts**

- Making Generalizations** How would you characterize most of the products that came from Asia?
- Making Inferences** What role did Arabian traders probably play in the Indian Ocean trade network? Explain.

## By Land or by Sea?

The different modes of transport used were well suited to their environments.

### Advantages of Dhow Ocean Travel

- Stern rudders made dhows (shown in photograph) easy to maneuver.
- Lateen, or triangular, sails enabled sailors to sail against the wind.

### Advantages of Land Travel by Camel

- Camels can carry heavy burdens over long distances.
- Fat reserves in their humps enable them to go without food or water for many days.
- Double sets of eyelashes, hairy ears, and nostrils that close protect camels from sand.
- Soft feet that stretch out make camels sure-footed on sand or snow.



### Astrolabe ►

Sailors used astrolabes to measure the height of the sun or a star above the horizon. With that information, they could determine both the time of day and the latitude where they were located.



### ◀ Chinese Compass

Although the floating compass needle actually points to magnetic north, sailors could calculate true north and use that information to navigate. Knowing which way was north also enabled them to figure out in what direction the wind was blowing their ship.



## Comparing & Contrasting

1. Read the information about the camel above. Then notice which trade networks on the chart on page 432 relied on camel caravans. What geographic information can you infer about those trade routes?
2. Which of the two navigation instruments do you think would be most useful for land travelers, such as those who traveled the Silk Roads or the trans-Saharan routes? Why?





## Trade Goods

As trade networks developed, trading partners began to manufacture goods specifically for sale in other places. The more they learned about other cultures, the better they were able to design products that would suit foreign tastes. Consider how the items below were appropriate for sale in foreign places.

### PRIMARY SOURCE

#### Moon Flask

This porcelain object is known as a moon flask for its round shape. During the Yuan Dynasty (1279–1368), China produced delicate porcelains with elaborate painted decorations such as this. Like silk, porcelain originated in China. It was several centuries before Europe learned how to produce porcelain of such a high quality.



#### DOCUMENT-BASED QUESTION

*A trade good may be valued for its usefulness, rarity, or beauty. For which of those reasons do you think people wanted this porcelain flask? Explain.*

### PRIMARY SOURCE

#### African Ivory Spoon

Ivory, which usually comes from elephant tusks, was one of Africa's most common trade goods. Frequently, it was carved into utensils or decorative objects. This carved spoon came from Benin.



#### DOCUMENT-BASED QUESTION

*Why would people in Europe or China need to trade to obtain ivory?*

### PRIMARY SOURCE

#### Silk Cloth

The Chinese began manufacturing silk by about 2500 B.C. and trading it to foreign lands by the time of the Han Dynasty (202 B.C. to A.D. 220). Many people desired silk because it was shiny and could be dyed many beautiful colors. It was also extremely strong yet lightweight.

#### DOCUMENT-BASED QUESTION

*What class of people do you think were most likely to wear clothes made of silk?*





# Trade Narratives

The following excerpts describe life in towns and countries along the different trade routes that merchants traveled.

## PRIMARY SOURCE

INTERACTIVE

### Francesco Balducci Pegolotti

An Italian commercial agent, Pegolotti wrote a guidebook around 1340 for European merchants traveling overland to China.

Whatever silver the merchants may carry with them as far as Cathay [China] the lord of Cathay will take from them and put into his treasury. And to merchants who thus bring silver they give that paper money of theirs in exchange . . . With this money you can readily buy silk and other [merchandise] . . . And all the people of the country are bound to receive it. And yet you shall not pay a higher price for your goods because your money is of paper.

#### DOCUMENT-BASED QUESTION

*Judging from this excerpt, were Pegolotti's European readers familiar with paper money? How can you tell?*

## PRIMARY SOURCE

INTERACTIVE

### Ibn Battuta

Text not available for electronic use. Please refer to the text in the textbook.

#### DOCUMENT-BASED QUESTION

*Why did the people of Takadda need to produce copper rods?*

## PRIMARY SOURCE

INTERACTIVE

### Fernão Lopes de Castanheda

The following description of the goods available in Calicut is from *History of the Discovery and Conquest of India*, published in 1552.

[Calicut is] the richest mart [market] of all India; in which is to be found all the spices, drugs, nutmegs, . . . pearls and seed-pearls, musk, sanders [sandalwood], fine dishes of earthenware, lacquer, gilded coffers, and all the fine things of China, gold, amber, wax, ivory, fine and coarse cotton goods, both white and dyed of many colours, much raw and twisted silk, . . . cloth of gold, cloth of tissue, grain, scarlets, silk carpets, copper, . . . and all kinds of preserves.

#### DOCUMENT-BASED QUESTION

*How does Lopes de Castanheda support his point that Calicut is the richest market in India?*

## Comparing & Contrasting

1. Judging from the information in the sources, why did Takadda and Cathay use such different types of currency?
2. Which of the trade goods shown on the opposite page are mentioned in the description of Calicut? What does this tell you about the reason for Calicut's riches?

#### EXTENSION ACTIVITY

Go to a supermarket or produce store and write down what fruits and vegetables are being sold that are out of season or not native to your area. Then find out where they come from. Start by looking at signs and boxes where foods are packed. Interview the produce manager to find out what countries supplied the produce. Then create a chart or map that conveys the information you have learned.



UNIT  
**4**

# Connecting Hemispheres

500–1800







Seeking new land and new markets, European explorers sailed around the world. This painting by Theodore Gudin depicts French explorer La Salle's Louisiana expedition of 1684.

#### Comparing & Contrasting

##### Methods of Government

In Unit 4, you will learn about different methods of ruling a nation or empire. At the end of the unit, you will have a chance to compare and contrast the governments you have studied. (See pages 578–583.)

# People and Empires

## in the Americas, 500–1500

### Previewing Main Ideas

**CULTURAL INTERACTION** Cultures in the Americas had frequent contact across distance and time. Both conquest and trade brought different cultures together.

**Geography** *In which part of the Americas do you think the greatest cultural interaction occurred? Why?*

**POWER AND AUTHORITY** Societies in the Americas ranged from small tribal bands to immense empires. Warrior-kings or priest-kings ruled most of these empires.

**Geography** *Which empire covered the greatest geographic area?*

**RELIGIOUS AND ETHICAL SYSTEMS** Religion was a powerful force in the Americas. Many societies combined religious and state rule. Much of their art and architecture concerned the gods and the need to please them.

**Geography** *The Aztecs adopted the gods of other Mesoamerican cultures. Why do you think this happened?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

#### THE AMERICAS

**500s**

Teotihuacán reaches population peak in central Mexico. (mask from Teotihuacán) ▶



**800**

Anasazi culture develops in the Southwest.

**900**

Classic period of Maya civilization ends.

**500**

**750**

#### WORLD

**618**

Tang Dynasty begins 289-year rule in China.

**800**

Charlemagne crowned Holy Roman Emperor by the pope. (crown of the Holy Roman Empire) ▶







## The Americas, 800 B.C. – A.D. 1535



1000

1066

Normans invade England.



1250

1300

Renaissance begins in Italy. (Michelangelo's *David*)

1325

Aztecs build Tenochtitlán. (figure of an Aztec goddess)



1324

Mansa Musa, king of Mali, goes on hajj to Mecca.

1438

Pachacuti becomes Incan emperor.

1502

Montezuma II crowned Aztec emperor.

1500

1492

Columbus makes first voyage to the Americas.



## *What does this headdress tell you about the people who made it?*

You are preparing an exhibit for your local history museum on an early Native American society—one with no written language. In many ways, you must act like a detective. You sift through the evidence for clues and then draw conclusions based on your findings. Imagine you want to include this headdress in the exhibit. Study the headdress carefully to see how much you can learn about the Kwakiutl, the people who made it.



▲ This headdress was used by the Kwakiutl in religious ceremonies. Carved of red cedar and painted, it shows a thunderbird, the highest of the spirits in the Kwakiutl religion. Like a huge eagle, the thunderbird flew high in the sky. When it was hungry, it swooped down to catch and eat killer whales.

### **EXAMINING *the* ISSUES**

- **What does the figure represented by the headdress and the materials used to make it tell you about Kwakiutl culture?**
- **How else might you find out information about this culture?**

Discuss these questions with your classmates. Think about the kinds of information you have learned about other cultures that did not have a written language. As you read this chapter, examine the symbolic objects made by different peoples of the Americas. Think about what these objects reveal about the various cultures.





# North American Societies

## MAIN IDEA

### CULTURAL INTERACTION

Complex North American societies were linked to each other through culture and economics.

## WHY IT MATTERS NOW

Traditions and ideas from these cultures became part of the cultures of North America.

## TERMS & NAMES

- potlatch
- Anasazi
- pueblo
- Mississippian
- Iroquois
- totem

**SETTING THE STAGE** Between 40,000 and 12,000 years ago, hunter-gatherers migrated across the Bering Strait land bridge from Asia and began to populate the Americas. Migrating southward, those first Americans reached the southern tip of South America by somewhere between 12,000 and 7000 B.C. At the same time, they began to spread out east and west across North America. Over the centuries, the early North American peoples adapted to their environment, creating a very diverse set of cultures.

## Complex Societies in the West

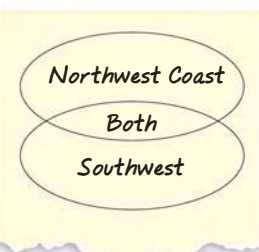
In some ways, the early North American cultures were less developed than those of South America and Mesoamerica. The North American groups created no great empires. They left few ruins as spectacular as those of ancient Mexico or Peru. Nevertheless, the first peoples of North America did create complex societies. These societies were able to conduct long-distance trade and construct magnificent buildings.

**Cultures of Abundance** The Pacific Northwest—from Oregon to Alaska—was rich in resources and supported a sizable population. To the Kwakiutl, Nootka, and Haida peoples, the most important resource was the sea. (See the map on page 442.) They hunted whales in canoes. Some canoes were large enough to carry at least 15 people. In addition to the many resources of the sea, the coastal forest provided plentiful food. In this abundant environment, the Northwest Coast tribes developed societies in which differences in wealth created social classes. Families displayed their rank and prosperity in an elaborate ceremony called the **potlatch** (PAHT•LACH). In this ceremony, they gave food, drink, and gifts to the community.

**Accomplished Builders** The dry, desert lands of the Southwest were a much harsher environment than the temperate Pacific coastlands. However, as early as 1500 B.C., the peoples of the Southwest were beginning to farm the land. Among the most successful of these early farmers were the Hohokam (huh•HOH•kuhm) of central Arizona. (See the map on page 439.) They used irrigation to produce harvests of corn, beans, and squash. Their use of pottery rather than baskets, as well as certain religious rituals, showed contact with Mesoamerican peoples to the south.

## TAKING NOTES

**Comparing and Contrasting** Use a Venn diagram to compare and contrast the Native Americans of the Northwest and the Southwest.





## North American Culture Areas, c. 1400



### Native American Cultures

- Arctic
- Subarctic
- Northwest Coast
- Plateau
- Great Basin
- California
- Southwest
- Great Plains
- Northeast
- Southeast
- Mesoamerica

Osage Tribe name

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which Native American culture groups had the largest number of tribes?
- Human-Environment Interaction** In which culture areas would movement of trade goods be made easier by river and lake connections?



A people to the north—the **Anasazi** (AH•nuh•SAH•zee)—also influenced the Hohokam. They lived in the Four Corners region, where the present-day states of Utah, Arizona, Colorado, and New Mexico meet. The Anasazi built impressive cliff dwellings, such as the ones at Mesa Verde, Colorado. These large houses were built on top of mesas—flat-topped hills—or in shallow caves in the sheer walls of deep canyons. By the A.D. 900s, the Anasazi were living in **pueblos** (PWEHB•lohs), villages of large, apartment-style compounds made of stone and adobe, or sun-baked clay.

The largest Anasazi pueblo, begun around A.D. 900, was Pueblo Bonito, a Spanish name meaning “beautiful village.” Its construction required a high degree of social organization and inventiveness. The Anasazi relied on human labor to quarry sandstone from the canyon walls and move it to the site. Skilled builders then used a mudlike mortar to construct walls up to five stories high. Windows were small to keep out the burning sun. When completed, Pueblo Bonito probably housed about 1,000 people and contained more than 600 rooms. In addition, a number of underground or partly underground ceremonial chambers called kivas (KEE•vuhs) were used for a variety of religious practices.

Many Anasazi pueblos were abandoned around 1200, possibly because of a prolonged drought. The descendants of the Anasazi, the Pueblo peoples, continued many of their customs. Pueblo groups like the Hopi and Zuni used kivas for religious ceremonies. They also created beautiful pottery and woven blankets. They traded these, along with corn and other farm products, with Plains Indians to the east, who supplied bison meat and hides. These nomadic Plains tribes eventually became known by such names as the Comanche, Kiowa, and Apache.



▲ Cliff Palace, Mesa Verde, had 217 rooms and 23 kivas.

## Mound Builders and Other Woodland Cultures

Beyond the Great Plains, in the woodlands east of the Mississippi River, other ancient peoples—the Mound Builders—were creating their own unique traditions. (See the map on page 439.) Beginning around 700 B.C., a culture known as the Adena began to build huge earthen mounds in which they buried their dead. Mounds that held the bodies of tribal leaders often were filled with gifts, such as finely crafted copper and stone objects.

Some 500 years later, the Hopewell culture also began building burial mounds. Their mounds were much larger and more plentiful than those of the Adena. Some of the Hopewell mounds may have been used for purposes other than burials. For example, the Great Serpent Mound, near Hillsboro, Ohio, may have played a part in Hopewell religious ceremonies.

The last Mound Builder culture, the **Mississippian**, lasted from around A.D. 800 until the arrival of Europeans in the 1500s. These people created thriving villages based on farming and trade. Between 1000 and 1200, perhaps as many as 30,000



▲ Great Serpent Mound runs some 1,300 feet along its coils and is between 4 and 5 feet high.

people lived at Cahokia (kuh•HOH•kee•uh), the leading site of Mississippian culture. Cahokia was led by priest-rulers, who regulated farming activities. The heart of the community was a 100-foot-high, flat-topped earthen pyramid, which was crowned by a wooden temple.

These Mississippian lands were located in a crossroads region between east and west. They enjoyed easy transportation on the Mississippi and Ohio rivers. Items found in burial mounds show that the Mississippians had traded with peoples in the West and, possibly, Mesoamerica. Similar evidence shows that they also came into contact with peoples from the Northeast.

**Northeastern Tribes Build Alliances** The northeastern woodlands tribes developed a variety of cultures. The woodlands peoples often clashed with each other over land. In some areas, tribes formed political alliances to ensure protection of tribal lands. The best example of a political alliance was the **Iroquois** (IHR•uh•KWOY), a group of tribes speaking related languages living in the eastern Great Lakes region. In the late 1500s, five of these tribes in upper New York—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—formed the Iroquois League. According to legend, Chief Hiawatha helped to create this league. His goal was to promote joint defense and cooperation among the tribes. **A**

#### MAIN IDEA

#### Drawing Conclusions

**A** Of what value would a political alliance be to an individual tribe?

## Cultural Connections

The Iroquois alliance was a notable example of a political link among early North American peoples. For the most part, however, the connections between native North Americans were economic and cultural. They traded, had similar religious beliefs, and shared social patterns.

**Trading Networks Tie Tribes Together** Trade was a major factor linking the peoples of North America. Along the Columbia River in Oregon, the Chinook people established a lively marketplace that brought together trade goods from all over the West. And the Mississippian trade network stretched from the Rocky Mountains to the Atlantic coast and from the Great Lakes to the Gulf of Mexico.

**Religion Shapes Views of Life** Another feature that linked early Americans was their religious beliefs. Nearly all native North Americans believed that the world around them was filled with nature spirits. Most Native Americans recognized a number of sacred spirits. Some groups held up one supreme being, or Great Spirit, above all others. North American peoples believed that the spirits gave them rituals and customs to guide them in their lives and to satisfy their basic needs. If people practiced these rituals, they would live in peace and harmony.



Native American religious beliefs also included great respect for the land as the source of life. Native Americans used the land but tried to alter it as little as possible. The land was sacred, not something that could be bought and sold. Later, when Europeans claimed land in North America, the issue of land ownership created conflict.

**Shared Social Patterns** The family was the basis for social organization for Native Americans. Generally, the family unit was the extended family, including parents, children, grandparents, and other close relatives. Some tribes further organized families into clans, groups of families descended from a common ancestor. In some tribes, clan members lived together in large houses or groups of houses.

Common among Native American clans was the use of **totems** (TOH•tuhmz). The term refers to a natural object with which an individual, clan, or group identifies itself. The totem was used as a symbol of the unity of a group or clan. It also helped define certain behaviors and the social relationships of a group. The term comes from an Ojibwa word, but refers to a cultural practice found throughout the Americas. For example, Northwestern peoples displayed totem symbols on masks, boats, and huge poles set in front of their houses. Others used totem symbols in rituals or dances associated with important group events such as marriages, the naming of children, or the planting or harvesting of crops. **B**

There were hundreds of different patterns of Native American life in North America. Some societies were small and dealt with life in a limited region of the vast North American continent. Other groups were much larger, and were linked by trade and culture to other groups in North America and Mesoamerica. As you will learn in Section 2, peoples in Mesoamerica and South America also lived in societies that varied from simple to complex. Three of these cultures—the Maya, the Aztec, and the Incan—would develop very sophisticated ways of life.

## Social History

### Iroquois Women

Iroquois society was matrilineal. This means that all Iroquois traced their descent through their female ancestors. Clans of the mother controlled property, held ceremonies, and determined official titles.

The ability to grant titles to men was handed down from mother to daughter. The most important title given to men was that of “sachem,” the peace, or civil, chief.

A council of sachems met once a year to decide on war and peace and other important matters. Since sachems could not go to war, they appointed warriors to lead a war party. Thus, in a way women had a say in warfare in the Iroquois tribes.

#### MAIN IDEA

#### Making Inferences

**B** What artificial symbols are used by nations or organizations in a way similar to totems?

## SECTION

## 1

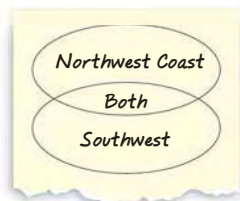
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- potlatch
- Anasazi
- pueblo
- Mississippian
- Iroquois
- totem

### USING YOUR NOTES

2. How did environment affect the development of the cultures of the Northwest Coast and the Southwest?



### MAIN IDEAS

3. What was the most important resource for the peoples of the Northwest? Why?
4. For what purpose did the Mound Builder cultures use earthen mounds?
5. Why did the tribes of upper New York form a political alliance?

### CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why might the people of the Northwest consider the potlatch to be a good way to signal social standing and wealth?
7. **ANALYZING CAUSES** Why might location have been important to the power and wealth of the Mississippian culture?
8. **COMPARING** In what ways did the peoples of North America share similar cultural patterns?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a brief essay detailing the evidence that shows how societies in North America interacted with each other.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research one of the Native American groups discussed in this section. Use your findings to write an **illustrated report**. Focus your report on how the group lives today.

**INTERNET KEYWORD**  
Native American Nations



# Maya Kings and Cities

## MAIN IDEA

### RELIGIOUS AND ETHICAL SYSTEMS

The Maya developed a highly complex civilization based on city-states and elaborate religious practices.

## WHY IT MATTERS NOW

Descendants of the Maya still occupy the same territory.

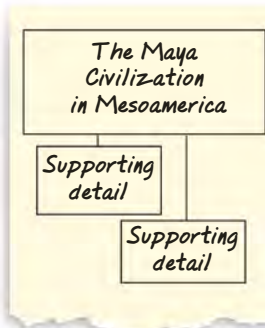
## TERMS & NAMES

- Tikal
- glyph
- codex
- *Popol Vuh*

**SETTING THE STAGE** In the early centuries A.D., most North American peoples were beginning to develop complex societies. Further south, the peoples of Mexico and Central America were entering into the full flower of civilization. A prime example of this cultural flowering were the Maya, who built an extraordinary civilization in the heart of Mesoamerica.

## TAKING NOTES

**Summarizing** Use a graphic organizer to note the major features of the Maya civilization.



## Maya Create City-States

The homeland of the Maya stretched from southern Mexico into northern Central America. This area includes a highland region and a lowland region. The lowlands lie to the north. They include the dry scrub forest of the Yucatán (YOO•kuh•TAN) Peninsula and the dense, steamy jungles of southeastern Mexico and northern Guatemala. The highlands are further south—a range of cool, cloud-wreathed mountains that stretch from southern Mexico to El Salvador.

While the Olmec were building their civilization along the Gulf Coast in the period from 1200 B.C. to 400 B.C., the Maya were also evolving. (See Chapter 9.) They took on Olmec influences, blending these with local customs. By A.D. 250, Maya culture had burst forth in a flourishing civilization.

**Urban Centers** The period from A.D. 250 to 900 is known as the Classic Period of Maya civilization. During this time, the Maya built spectacular cities such as **Tikal** (tee•KAHL), a major center in northern Guatemala. Other important sites included Copán, Palenque, Uxmal, and Chichén Itzá (chee•CHEHN ee•TSAH). (See the map on page 447.) Each of these was an independent city-state, ruled by a god-king and serving as a center for religious ceremonies and trade. Maya cities featured giant pyramids, temples, palaces, and elaborate stone carvings dedicated to the gods and to important rulers. Tens of thousands of people lived in residential areas surrounding the city center, which bustled with activity.

Archaeologists have identified at least 50 major Maya sites, all with monumental architecture. For example, Temple IV pyramid at Tikal stretched 212 feet into the jungle sky. In addition to temples and pyramids, each

▼ Maya jade death mask, seventh century A.D.





## MAIN IDEA

### Drawing Conclusions

**A** What does the ability to construct complex buildings reveal about a society?

Maya city featured a ball court. In this stone-sided playing field, the Maya played a game that had religious and political significance. The Maya believed the playing of this game would maintain the cycles of the sun and moon and bring life-giving rains. **A**

### Agriculture and Trade Support Cities

Although the Maya city-states were independent of each other, they were linked through alliances and trade. Cities exchanged their local products such as salt, flint, feathers, shells, and honey. They also traded craft goods like cotton textiles and jade ornaments. While the Maya did not have a uniform currency, cacao (chocolate) beans sometimes served as one.

As in the rest of Mesoamerica, agriculture—particularly the growing of maize, beans, and squash—provided the basis for Maya life. For years, experts assumed that the Maya practiced slash-and-burn agriculture. This method involves farmers clearing the land by burning existing vegetation and planting crops in the ashes. Evidence now shows, however, that the Maya also developed more sophisticated methods, including planting on raised beds above swamps and on hillside terraces.

**Kingdoms Built on Dynasties** Successful farming methods led to the accumulation of wealth and the development of social classes. The noble class, which included priests and the leading warriors, occupied the top rung of Maya society. Below them came merchants and those with specialized knowledge, such as skilled artisans. Finally, at the bottom, came the peasant majority.

The Maya king sat at the top of this class structure. He was regarded as a holy figure, and his position was hereditary. When he died, he passed the throne on to his eldest son. Other sons of the ruler might expect to join the priesthood.

## Religion Shapes Maya Life

Religion influenced most aspects of Maya life. The Maya believed in many gods. There were gods of corn, of death, of rain, and of war. Gods could be good or evil, and sometimes both. Gods also were associated with the four directions and with different colors: white for north, black for west, yellow for south, red for east, and green in the center. The Maya believed that each day was a living god whose behavior could be predicted with the help of a system of calendars.

**Religious Practices** The Maya worshiped their gods in various ways. They prayed and made offerings of food, flowers, and incense. They also pierced and cut their bodies and offered their blood, believing that this would nourish the gods. Sometimes the Maya even carried out human sacrifice, usually of captured enemies. At Chichén Itzá, they threw captives into a deep sinkhole lake, called a *cenote* (say•NO•tay), along with gold, jade, and other offerings. The Maya believed



that human sacrifice pleased the gods and kept the world in balance. Nevertheless, the Maya's use of sacrifice never reached the extremes of some other Mesoamerican peoples.

**Math and Religion** Maya religious beliefs also led to the development of the calendar, mathematics, and astronomy. The Maya believed that time was a burden carried on the back of a god. At the end of a day, month, or year, one god would lay the burden down and another would pick it up. A day would be lucky or unlucky, depending on the nature of the god. So it was very important to have an accurate calendar to know which god was in charge of the day.

The Maya developed a 260-day religious calendar, which consisted of thirteen 20-day months. A second 365-day solar calendar consisted of eighteen 20-day months, with a separate period of 5 days at the end. The two calendars were linked together like meshed gears so that any given day could be identified in both cycles. The calendar helped identify the best times to plant crops, attack enemies, and crown new rulers.

The Maya based their calendar on careful observation of the planets, sun, and moon. Highly skilled Maya astronomers and mathematicians calculated the solar year at 365.2420 days. This is only .0002 of a day short of the figure generally accepted today! The Maya astronomers were able to attain such great precision by using a math system that included the concept of zero. The Maya used a shell symbol for zero, dots for the numbers one to four, and a bar for five. The Maya number system was a base-20 system. They used the numerical system primarily for calendar and astronomical work. **B**

**Written Language Preserves History** The Maya also developed the most advanced writing system in the ancient Americas. Maya writing consisted of about 800 hieroglyphic symbols, or **glyphs** (glihfs). Some of these glyphs stood for whole words, and others represented syllables. The Maya used their writing system to record important historical events, carving their glyphs in stone or recording them in a bark-paper book known as a **codex** (KOH•DEHKS). Only three of these ancient books have survived.

Other original books telling of Maya history and customs do exist, however. Maya peoples wrote down their history after the arrival of the Spanish. The most famous of these books, the **Popol Vuh** (POH•pohl VOO), recounts the Highland Maya's version of the story of creation. "Before the world was created, Calm and Silence were the great kings that ruled," reads the first sentence in the book. "Nothing existed, there was nothing."

#### MAIN IDEA

##### Making Inferences

**B** How are math, astronomy, and calendars related?

▼ A detail from the Maya Codex Troano

#### PRIMARY SOURCE

Then let the emptiness fill! they said. Let the water weave its way downward so the earth can show its face! Let the light break on the ridges, let the sky fill up with the yellow light of dawn! Let our glory be a man walking on a path through the trees! "Earth!" the Creators called. They called only once, and it was there, from a mist, from a cloud of dust, the mountains appeared instantly.

From the *Popol Vuh*





Rise and Fall of the Maya		
Traits of Civilization	Strength Leading to Power	Weakness Leading to Decline
<ul style="list-style-type: none"> <li>Religious beliefs and theocracy</li> <li>Independent city-states</li> <li>Intensive agriculture</li> </ul>	<ul style="list-style-type: none"> <li>United culture</li> <li>Loyalty to the king</li> <li>Wealthy and prosperous culture</li> <li>Production of more food feeds a larger population</li> </ul>	<ul style="list-style-type: none"> <li>Many physical and human resources funneled into religious activities</li> <li>Frequent warfare occurs between kingdoms</li> <li>Population growth creates need for more land</li> </ul>
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Recognizing Effects</b> Which trait aids in building a sense of loyalty to the ruler? <b>2. Drawing Conclusions</b> How can intensive agriculture be both a strength and a weakness?		

## Mysterious Maya Decline

The remarkable history of the Maya ended in mystery. In the late 800s, the Maya suddenly abandoned many of their cities. Invaders from the north, the Toltec, moved into the lands occupied by the Maya. These warlike peoples from central Mexico changed the culture. The high civilization of Maya cities like Tikal and Copán disappeared.

No one knows exactly why this happened, though experts offer several overlapping theories. By the 700s, warfare had broken out among the various Maya city-states. Increased warfare disrupted trade and produced economic hardship. In addition, population growth and over-farming may have damaged the environment, and this led to food shortages, famine, and disease. By the time the Spanish arrived in the early 1500s, the Maya were divided into small, weak city-states that gave little hint of their former glory.

As the Maya civilization faded, other peoples of Mesoamerica were growing in strength and sophistication. Like the Maya, these peoples would trace some of their ancestry to the Olmec. Eventually, these people would dominate the Valley of Mexico and lands beyond it, as you will learn in Section 3.

### MAIN IDEA

#### Analyzing Causes

**C** Why did the Maya civilization go into decline?

### SECTION

## 2

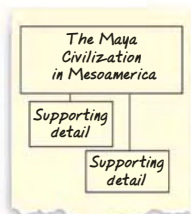
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Tikal
- glyph
- codex
- Popol Vuh

#### USING YOUR NOTES

2. How do the characteristics of Maya civilization compare with the characteristics of a typical civilization?



#### MAIN IDEAS

- What was the basis of Maya life?
- Why was the calendar important for the Maya religion?
- What three explanations have been given for the collapse of the Maya civilization?

#### CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** Why was trade important to the Maya civilization?
- DRAWING CONCLUSIONS** How important do you think the development of advanced mathematics was in the creation of the Maya calendar?
- ANALYZING CAUSES** Which of the causes for the fall of the Maya do you think was most important? Explain.
- WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**  
Imagine that you are a reporter visiting Maya city-states. Write a one-page **news article** that describes various aspects of the Maya religion.

#### CONNECT TO TODAY CREATING A MAP

Conduct research to discover the countries in which the modern Maya live. Use your findings to create a **map** showing the areas within these countries occupied by the Maya.



## Maya Architecture

Maya architects created beautiful and monumental structures. The buildings are artistic in structure, as well as in ornamentation. The style and complexity of the ornamentation varies by region, but narrative, ceremonial, and celestial themes are common. Archaeologists and tourists alike are still awed by Maya architecture.

These large structures seem to be designed for ceremonial or religious purposes and dominate the landscapes of the cities. The most recognizable structures are the pyramids, but there is much more to the artful Maya architecture.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Maya architecture, go to [classzone.com](http://classzone.com)



### ▲ Detailing

One characteristic of Maya architecture is the exterior and interior ornamental detailing. This two-headed jaguar throne was found at Uxmal. It represents the jaguar god of the underworld, one of the many Maya gods. An ancient Maya manuscript lists over 160 gods.

### ◀ Stele

A stele (STEE-lee) is an inscribed or carved marker that is often used to mark special dates or as a building marker. This stele is in the Maya city of Copán and is part of a series of finely carved commemorative steles in the great plaza. The 13th king is represented on most of the steles in ceremonial clothing.







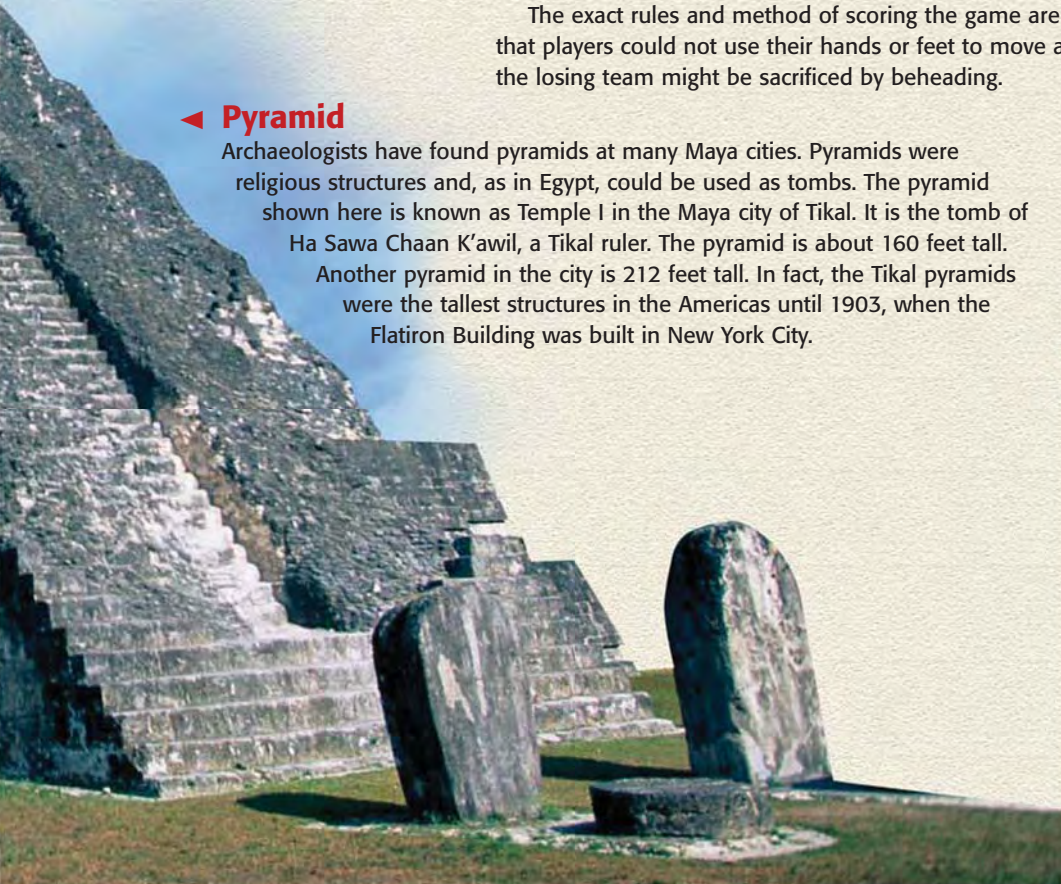
### ▲ Ball Court

Ball courts were a feature of ancient Maya cities. The games held deep religious significance, and the same artistic detail is found in the ball courts as in other religious structures. The court shown here is at Chichén Itzá in modern Mexico. It is 545 feet long and 223 feet wide, and is the largest in the Americas. The ornate hoop (above left) is 20 feet off the ground.

The exact rules and method of scoring the game are unknown. However, inscriptions indicate that players could not use their hands or feet to move a solid rubber ball, and that members of the losing team might be sacrificed by beheading.


### ◀ Pyramid

Archaeologists have found pyramids at many Maya cities. Pyramids were religious structures and, as in Egypt, could be used as tombs. The pyramid shown here is known as Temple I in the Maya city of Tikal. It is the tomb of Ha Sawa Chaan K'awil, a Tikal ruler. The pyramid is about 160 feet tall. Another pyramid in the city is 212 feet tall. In fact, the Tikal pyramids were the tallest structures in the Americas until 1903, when the Flatiron Building was built in New York City.



### Connect to Today

**1. Making Inferences** What does the size and ornamentation of Maya architecture indicate about their society?

 See Skillbuilder Handbook, Page R10.

**2. Comparing and Contrasting** What are some examples of large-scale architecture in the United States? What do they indicate about our culture?





# The Aztecs Control Central Mexico

## MAIN IDEA

### POWER AND AUTHORITY

Through alliances and conquest, the Aztecs created a powerful empire in Mexico.

## WHY IT MATTERS NOW

This time period saw the origins of one of the 20th century's most populous cities, Mexico City.

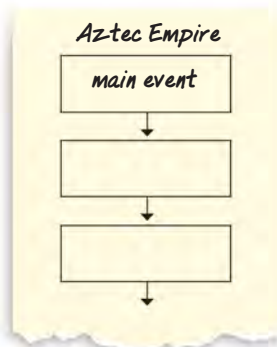
## TERMS & NAMES

- obsidian
- Triple Alliance
- Quetzalcoatl
- Montezuma II

**SETTING THE STAGE** While the Maya were developing their civilization to the south, other high cultures were evolving in central Mexico. Some of the most important developments took place in and around the Valley of Mexico. This valley, where modern Mexico City is located, eventually became the site of the greatest empire of Mesoamerica, the Aztec. The Aztecs were preceded by two other important civilizations that traced their ancestry to the Olmec and Zapotec. You learned about the Olmec and Zapotec in Chapter 9.

## TAKING NOTES

**Following Chronological Order** Use a “chain of events” diagram to list events in the establishment and growth of the Aztec Empire.



## The Valley of Mexico

The Valley of Mexico, a mountain basin about 7,500 feet above sea level, served as the home base of several powerful cultures. The valley had several large, shallow lakes at its center, accessible resources, and fertile soil. These advantages attracted the people of Teotihuacán (TAY•oh•TEE•wah•KAHN) and the Toltecs. They settled in the valley and developed advanced civilizations that controlled much of the area. (See the map on page 447.)

**An Early City-State** The first major civilization of central Mexico was Teotihuacán, a city-state whose ruins lie just outside Mexico City. In the first century A.D., villagers at this site began to plan and construct a monumental city, even larger than Monte Albán, in Oaxaca.

At its peak in the sixth century, Teotihuacán had a population of between 150,000 and 200,000 people, making it one of the largest cities in the world at the time. The heart of the city was a central avenue lined with more than 20 pyramids dedicated to various gods. The biggest of these was the giant Pyramid of the Sun. This imposing building stood more than 200 feet tall and measured close to 3,000 feet around its base. The people of Teotihuacán lived in apartment-block buildings in the area around the central avenue.

Teotihuacán became the center of a thriving trade network that extended far into Central America. The

▼ Quetzalcoatl was a god for many ancient Mexican civilizations.







city's most valuable trade item was **obsidian** (ahb•SIHD•ee•uhn), a green or black volcanic glass found in the Valley of Mexico and used to make razor-sharp weapons. There is no evidence that Teotihuacán conquered its neighbors or tried to create an empire. However, evidence of art styles and religious beliefs from Teotihuacán have been found throughout Mesoamerica.

After centuries of growth, the city abruptly declined. Historians believe this decline was due either to an invasion by outside forces or conflict among the city's ruling classes. Regardless of the causes, the city was virtually abandoned by 750. The vast ruins astonished later settlers in the area, who named the site Teotihuacán, which means "City of the Gods."

**Toltecs Take Over** After the fall of Teotihuacán, no single culture dominated central Mexico for decades. Then around 900, a new people—the Toltecs—rose to power. For the next three centuries, the Toltecs ruled over the heart of Mexico from their capital at Tula. (See the map on page 447.) Like other Mesoamericans, they built pyramids and temples. They also carved tall pillars in the shape of armed warriors.

In fact, the Toltecs were an extremely warlike people whose empire was based on conquest. They worshiped a fierce war god who demanded blood and human sacrifice from his followers. Sometime after 1000, a Toltec ruler named Topiltzin (toh•PEELT•zeen) tried to change the Toltec religion. He called on the Toltec people to end the practice of human sacrifice. He also encouraged them to worship a different god, **Quetzalcoatl** (keht•SAHL•koh•AHT•uhl), or the Feathered Serpent. Followers of the war god rebelled, however, forcing Topiltzin and his followers into exile on the Yucatán Peninsula. There, they greatly influenced late-Mayan culture. After Topiltzin's exile, Toltec power began to decline. By the early 1200s, their reign over the Valley of Mexico had ended. **A**

In time, Topiltzin and Quetzalcoatl became one in the legends of the people of the Valley of Mexico. According to these legends, after his exile from Tula, the god traveled east, crossing the sea on a raft of snakes. He would return one day, bringing a new reign of light and peace. The story of Quetzalcoatl would come back to haunt the greatest empire of Mexico, the Aztecs.

▲ The Pyramid of the Sun (left background) dominates Teotihuacán's main highway, the Avenue of the Dead.

#### MAIN IDEA

#### Making Inferences

**A** Why might the followers of the war god rebel against Topiltzin?

## The Aztec Empire

The Aztecs arrived in the Valley of Mexico around A.D. 1200. The valley contained a number of small city-states that had survived the collapse of Toltec rule. The Aztecs, who were then called the Mexica, were a poor, nomadic people from the harsh deserts of northern Mexico. Fierce and ambitious, they soon adapted to local ways, finding work as soldiers-for-hire to local rulers.





According to one of the Aztec legends, the god of the sun and warfare, Huitzilopochtli (wee•tsee•loh•POHCH•tee), told them to found a city of their own. He said to look for a place where an eagle perched on a cactus, holding a snake in its mouth. These words capture part of the legend:

#### PRIMARY SOURCE

The place where the eagle screams,  
where he spreads his wings;  
the place where he feeds,  
where the fish jump,  
where the serpents  
coil up and hiss!  
This shall be Mexico Tenochtitlán  
and many things shall happen!

*Crónica Mexicayotl*

They found such a place on a small island in Lake Texcoco, at the center of the valley. There, in 1325, they founded their city, which they named Tenochtitlán (teh•NOCH•tee•TLAHN).

**Aztecs Grow Stronger** Over the years, the Aztecs gradually increased in strength and number. In 1428, they joined with two other city-states—Texcoco and Tlacopan—to form the **Triple Alliance**. This alliance became the leading power in the Valley of Mexico and soon gained control over neighboring regions. By the early 1500s, they controlled a vast empire that covered some 80,000 square miles stretching from central Mexico to the Atlantic and Pacific coasts and south into Oaxaca. This empire was divided into 38 provinces. It had an estimated population of between 5 and 15 million people.

The Aztecs based their power on military conquest and the tribute they gained from their conquered subjects. The Aztecs generally exercised loose control over the empire, often letting local rulers govern their own regions. The Aztecs did demand tribute, however, in the form of gold, maize, cacao beans, cotton, jade, and other products. If local rulers failed to pay tribute, or offered any other kind of resistance, the Aztecs responded brutally. They destroyed the rebellious villages and captured or slaughtered the inhabitants. **B**

**Nobles Rule Aztec Society** At the height of the Aztec Empire, military leaders held great power in Aztec society. Along with government officials and priests, these military leaders made up the noble class. Many nobles owned vast estates, which they ruled over like lords, living a life of great wealth and luxury.

There were two other broad classes in Aztec society, commoners and enslaved persons. Commoners included merchants, artisans, soldiers, and farmers who owned their own land. The merchants formed a special type of elite. They often traveled widely, acting as spies for the emperor and gaining great wealth for themselves. The lowest class, enslaved persons, were captives who did many different jobs.

The emperor sat atop the Aztec social pyramid. Although he sometimes consulted with top generals or officials, his power was absolute. The emperor lived in a magnificent

## Global Patterns

### Warriors and Animal Symbols

Some of the highest-ranking Aztec leaders were eagle warriors. (A statue of an eagle warrior is shown above.) In battle, they wore eagle costumes in honor of the sun god, Huitzilopochtli, who often took the form of an eagle.

The use of animal symbols by warriors was a widespread practice in ancient times. The eagle was a favorite among Roman soldiers because they thought it symbolized victory. In many cultures, warriors adopted an animal so that they would inherit the animal's qualities. Celtic fighters, for example, wore boars' heads on their helmets so that they, like the boar, would be strong and fearless. Similarly, many African warriors adopted the lion for its fighting ferocity.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Plan a Web page that identifies and explains some animal symbols used by ancient warriors. Go to [classzone.com](http://classzone.com) for your research.

#### MAIN IDEA

#### Comparing

**B** How were the Aztecs' methods of controlling the empire like those of other empires you have read about?



palace, surrounded by servants and his wives. Visitors—even nobles—entered his presence in bare feet and cast their eyes down so as not to look at him.

## Tenochtitlán: A Planned City

By the early 1500s, Tenochtitlán had become an extraordinary urban center. With a population of between 200,000 and 400,000 people, it was larger than London or any other European capital of the time. Tenochtitlán remained on its original island site. To connect the island to the mainland, Aztec engineers built three raised roads, called causeways, over the water and marshland. Other smaller cities ringed the lake, creating a dense concentration of people in the Valley of Mexico.

Streets and broad avenues connected the city center with outlying residential districts. The canals that intersected with these roadways allowed canoes to bring people directly into the city center. Canoes also brought goods from the farthest reaches of the empire to the economic heart of the city, the huge market of Tlatelolco (TLAH•tehl•AWL•koh). Visitors to the market also found a great deal of local agricultural produce on display, including avocados, beans, chili peppers, corn, squash, and tomatoes. Most of the fruits and vegetables sold at the market were grown on *chinampas*, farm plots built on the marshy fringes of the lake. These plots, sometimes called “floating gardens,” were extremely productive, providing the food needed for a huge urban population.

At the center of the city was a massive, walled complex, filled with palaces, temples, and government buildings. The main structure in the complex was the Great Temple. This giant pyramid with twin temples at the top, one dedicated to the sun god and the other to the rain god, served as the center of Aztec religious life.

### > Analyzing Primary Sources

#### The Market at Tlatelolco

Hernando Cortés, the Spanish conqueror of Mexico, noted that the market at Tlatelolco was twice the size of the market at Salamanca, the Spanish city where he had attended university.

##### PRIMARY SOURCE

Day after day 60,000 people congregate here to buy and sell. Every imaginable kind of merchandise is available from all parts of the Empire, foodstuffs and dress, . . . gold, silver, copper, . . . precious stones, leather, bone, mussels, coral, cotton, feathers. . . . Everything is sold by the piece or by measurement, never by weight. In the main market there is a law court in which there are always ten or twelve judges performing their office and taking decisions on all marketing controversies.

**HERNANDO CORTÉS**, *Letters of Information*

#### Tenochtitlán—A Bustling City

Bernal Díaz, one of Cortés’s soldiers, was amazed to find a bustling urban center in the heart of Mexico.

##### PRIMARY SOURCE

When we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level causeway leading to Mexico, we were astounded. These great towns and cues [pyramids] and buildings rising from the water, all made of stone, seemed like an enchanted vision. . . . Indeed, some of our soldiers asked whether it was not all a dream.

**BERNAL DÍAZ**, *The Conquest of New Spain*

#### DOCUMENT-BASED QUESTIONS

1. **Contrasting** How do the descriptions of Cortés and Díaz differ?
2. **Making Inferences** How do you think Cortés and Díaz feel about Aztec accomplishments?



## Religion Rules Aztec Life

Religion played a major role in Aztec society. Tenochtitlán contained hundreds of temples and religious structures dedicated to the approximately 1,000 gods that the Aztecs worshiped. The Aztecs adopted many of these gods, and religious practices related to them, from other Mesoamerican peoples. For example, the Aztecs worshiped the Toltec god Quetzalcoatl in many forms. They saw him as the god of learning and books, the god of the wind, and a symbol of death and rebirth. The Aztecs pictured Quetzalcoatl not only as a feathered serpent, but also as a pale-skinned man with a beard.



▲ This mural, in the National Palace in Mexico City, shows Quetzalcoatl in many forms.

**Religious Practices** Aztec religious practices centered on elaborate public ceremonies designed to communicate with the gods and win their favor. At these ceremonies, priests made offerings to the gods and presented ritual dramas, songs, and dances featuring masked performers. The Aztec ceremonial calendar was full of religious festivals, which varied according to the god being honored.

**Sacrifices for the Sun God** The most important rituals involved a sun god, Huitzilopochtli. According to Aztec belief, Huitzilopochtli made the sun rise every day. When the sun set, he had to battle the forces of evil to get to the next day. To make sure that he was strong enough for this ordeal, he needed the nourishment of human blood. Without regular offerings of human blood, Huitzilopochtli would be too weak to fight. The sun would not rise, the world would be plunged into darkness, and all life would perish. For this reason, Aztec

priests practiced human sacrifice on a massive scale. Each year, thousands of victims were led to the altar atop the Great Temple, where priests carved out their hearts using obsidian knives.

Sacrificial victims included enslaved persons, criminals, and people offered as tribute by conquered provinces. Prisoners of war, however, were the preferred victims. As a result, the priests required a steady supply of war captives. This in turn pushed the Aztec military to carry out new conquests. In fact, the Aztecs often went to war not to conquer new lands, but simply to capture prisoners for sacrifice. They even adapted their battle tactics to ensure that they took their opponents alive. 🕒

### MAIN IDEA

#### Clarifying

🕒 Why did the Aztecs take so many war captives?

## Problems in the Aztec Empire

In 1502, a new ruler, **Montezuma II** (MAHN•tih•ZOO•muh), was crowned emperor. Under Montezuma, the Aztec Empire began to weaken. For nearly a century, the Aztecs had been demanding tribute and sacrificial victims from the provinces under their control. Now, with the population of Tenochtitlán growing ever greater, Montezuma called for even more tribute and sacrifice. A number of provinces rose



## The Aztec Calendar

The Aztec system of tracking the days was very intricate. Archaeologists believe that the Aztec calendar system was derived from the Maya system. The Aztecs followed two main calendars: a sacred one with 13 months of 20 days and an agricultural or solar one with 18 months of 20 days. (Notice that this comes to 360 days. The Aztecs then had an unlucky five-day period known as *nemontemi*, making their solar calendar 365 days long.) Every 52 years, the two calendars would start on the same day, and a great ceremony of fire marked the occasion.



### ▲ Aztec Gods

The Aztecs worshiped many different gods. They were a vital part of the Aztec calendar and daily life. The Aztecs paid tribute to different gods depending, in part, on the day, week, month, year, and religious cycle of the Aztec calendars. The god shown here is a sun god, Tonatiuh.

### ◀ Aztec Sunstone

Originally located in the main ceremonial plaza of Tenochtitlán, the Aztec calendar stone measures 13 feet in diameter and weighs 24 tons. It was uncovered in Mexico City in 1790. The Sunstone, as it is called, contains a wealth of information about the days that began and ended the Aztec months, the gods associated with the days, and many other details.

This is an artist's rendition of the inner circle of the Sunstone. In the center is the god Tonatiuh.

The four squares that surround Tonatiuh are glyphs or symbols of the four ages preceding the time of the Aztecs: Tiger, Water, Wind, and Rain.

In the ring just outside the symbols of the previous ages, 20 segments represent the 20 days that made up an Aztec month. Each day had its own symbol and a god who watched over the day. The symbol pointed to here is Ocelotl, the jaguar.

### SKILLBUILDER: Interpreting Visual Sources

- Hypothesizing** Why do you think the Aztecs put Tonatiuh, a sun god, in the center of the Sunstone? Explain your reasons.
- Comparing and Contrasting** How is the Aztec calendar different from the calendar we use today? How is it similar?





Rise and Fall of the Aztecs		
Traits of Civilization	Strength Leading to Power	Weakness Leading to Decline
<ul style="list-style-type: none"> <li>Religious beliefs and theocracy</li> <li>Powerful army</li> <li>Empire of tribute states</li> </ul>	<ul style="list-style-type: none"> <li>United culture</li> <li>Loyalty to the emperor</li> <li>Adds land, power, and prisoners for religious sacrifice</li> <li>Provides wealth and power and prisoners for religious sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>Many physical and human resources funneled into religious activities</li> <li>Need for prisoners changes warfare style to less deadly and less aggressive</li> <li>Tribute states are rebellious and need to be controlled</li> </ul>
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Drawing Conclusions</b> How was the tribute system both a strength and a weakness? <b>2. Clarifying</b> How are the army and religious beliefs linked in the Aztec Empire?		

up against Aztec oppression. This began a period of unrest and rebellion, which the military struggled to put down.

Over time, Montezuma tried to lessen the pressure on the provinces. For example, he reduced the demand for tribute payment by cutting the number of officials in the Aztec government. But resentment continued to grow. Many Aztecs began to predict that terrible things were about to happen. They saw bad omens in every unusual occurrence—lightning striking a temple in Tenochtitlán, or a partial eclipse of the sun, for example. The most worrying event, however, was the arrival of the Spanish. For many Aztecs, these fair-skinned, bearded strangers from across the sea brought to mind the legend of the return of Quetzalcoatl. **D**

Further south in the high mountain valleys of the Andes, another empire was developing, one that would transcend the Aztec Empire in land area, power, and wealth. Like the Aztecs, the people of this Andean empire worshiped the sun and had large armies. However, the society they built was much different from that of the Aztecs, as you will see in Section 4.

#### MAIN IDEA

#### Making Inferences

**D** Why would cutting the number of government officials reduce the need for tribute money?

## SECTION

## 3

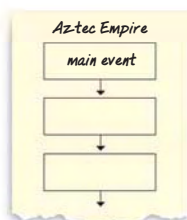
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- obsidian
- Quetzalcoatl
- Triple Alliance
- Montezuma II

### USING YOUR NOTES

2. How do you think the Aztecs were able to establish an extensive empire in such a relatively short period of time?



### MAIN IDEA

3. On what was Teotihuacán's power and wealth based?
4. How did the Aztecs rule their empire?
5. Why did the Aztecs think it was necessary to make blood sacrifices to the sun god, Huitzilopochtli?

### CRITICAL THINKING & WRITING

6. **IDENTIFYING SOLUTIONS** How were the Aztecs able to overcome the problems associated with Tenochtitlán's island location?
7. **ANALYZING MOTIVES** Why do you think the Aztecs allowed some conquered peoples to govern themselves with relatively little interference?
8. **RECOGNIZING EFFECTS** How did the Aztec need for victims for sacrifice lead to problems controlling the empire?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a short play in which Montezuma discusses with his advisers how to gain control of the empire's rebellious provinces.

### CONNECT TO TODAY CREATING A MENU

Many of the foods eaten by Mexicans today date back to Aztec times. Conduct research to discover more about the Aztec origins of Mexican food. Use your findings to create a menu for a modern "Aztec" meal.





# The Inca Create a Mountain Empire

## MAIN IDEA

**POWER AND AUTHORITY** The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.

## WHY IT MATTERS NOW

The Incan system of government was similar to some socialist governments in the 20th century.

## TERMS & NAMES

- Pachacuti
- ayllu
- mita
- quipu

**SETTING THE STAGE** While the Aztecs ruled in the Valley of Mexico, another people—the Inca—created an equally powerful state in South America. From Cuzco, their capital in southern Peru, the Inca spread outward in all directions. They brought various Andean peoples under their control and built an empire that stretched from Ecuador in the north to Chile in the south. It was the largest empire ever seen in the Americas.

## The Inca Build an Empire

Like the Aztecs, the Inca built their empire on cultural foundations thousands of years old. (See Chapter 9.) Ancient civilizations such as Chavín, Moche, and Nazca had already established a tradition of high culture in Peru. They were followed by the Huari and Tiahuanaco cultures of southern Peru and Bolivia. The Chimú, an impressive civilization of the 1300s based in the northern coastal region once controlled by the Moche, came next. The Inca would create an even more powerful state, however, extending their rule over the entire Andean region.

**Incan Beginnings** The Inca originally lived in a high plateau of the Andes. After wandering the highlands for years, the Inca finally settled on fertile lands in the Valley of Cuzco. By the 1200s, they had established their own small kingdom in the valley.

During this early period, the Inca developed traditions and beliefs that helped launch and unify their empire. One of these traditions was the belief that the Incan ruler was descended from the sun god, Inti, who would bring prosperity and greatness to the Incan state. Only men from one of 11 noble lineages believed to be descendants of the sun god could be selected as Incan leaders.

**Pachacuti Builds an Empire** At first the Incan kingdom grew slowly. In 1438, however, a powerful and ambitious ruler, **Pachacuti** (PAH•chah•KOO•tee), took the throne. Under his leadership, the Inca conquered all of Peru and then moved into neighboring lands. By 1500, the Inca ruled an empire that stretched 2,500 miles along the western coast of South America. (See the map on page 461.) The Inca called this empire “Land of the Four Quarters.” It included about 80 provinces and was home to as many as 16 million people.

Pachacuti and his successors accomplished this feat of conquest through a combination of diplomacy and military force. The Inca had a powerful military

## TAKING NOTES

**Categorizing** Use a web diagram to identify the methods the Inca used to build their vast, unified empire.



## History Makers



**Pachacuti**  
c. 1391–c. 1473

As the second son of the Incan ruler Viracocha, Pachacuti did not expect to succeed to the throne. However, when Cuzco was attacked in 1438, Viracocha and Pachacuti's older brother fled the city. Pachacuti stayed and drove off the attackers. He then proclaimed himself the new Incan ruler.

Pachacuti, whose name means "World Transformer" or "Earthshaker," ruled for 33 years. During that time, he drew up the plans for the rebuilding of Cuzco and established the Incan system of government.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Pachacuti and other Incan rulers, go to [classzone.com](http://classzone.com)

but used force only when necessary. They were also clever diplomats. Before attacking, they typically offered enemy states an honorable surrender. They would allow them to keep their own customs and rulers in exchange for loyalty to the Incan state. Because of this treatment, many states gave up without resisting. Even when force was used, the Inca took a similar approach. Once an area was defeated, they made every effort to gain the loyalty of the newly conquered people.

## Incan Government Creates Unity

To control the huge empire, the rulers divided their territory and its people into manageable units, governed by a central bureaucracy. The Inca created an efficient economic system to support the empire and an extensive road system to tie it together. They also imposed a single official language, Quechua (KEHCH•wuh), and founded schools to teach Incan ways. Certain social groups were identified by officially dictated patterns on clothing. All of these actions were calculated to unify the variety of people controlled by the Inca. **A**

**Incan Cities Show Government Presence** To exercise control over their empire, the Inca built many cities in conquered areas. The architecture of government buildings was the same all over the empire, making the presence of the government apparent. As in Rome, all roads led to the capital, Cuzco. The heart of the Incan empire, Cuzco was a splendid city of temples, plazas, and palaces. "Cuzco was grand and stately," wrote Cieza de León. "It had fine streets, . . . and the houses were built of solid stones, beautifully joined." Like the Romans, the Inca were masterful engineers and stonemasons. Though they had no iron tools and did not use the wheel, Incan builders carved and transported huge blocks of stone, fitting them together perfectly without mortar. Many Incan walls still stand in Cuzco today, undisturbed by the region's frequent earthquakes.

**Incan Government** The Incan state exercised almost total control over economic and social life. It controlled most economic activity, regulating the production and distribution of goods. Unlike the Maya and the Aztecs, the Inca allowed little private commerce or trade.

The Incan social system was based on an age-old form of community cooperation—the ayllu (EYE•loo). The **ayllu**, or extended family group, undertook tasks too big for a single family. These tasks included building irrigation canals or cutting agricultural terraces into steep hillsides. The ayllu also stored food and other supplies to distribute among members during hard times.

The Inca incorporated the ayllu structure into a governing system based on the decimal system. They divided families into groups of 10, 100, 1,000, and 10,000. A chief led each group. He was part of a chain of command. That chain stretched from the community and regional levels all the way to Cuzco, where the Incan ruler and his council of state held court. In general, local administration was left in the hands of local rulers, and villages were allowed to continue their traditional ways. If a community resisted Incan control, however, the Inca might relocate the whole group

### MAIN IDEA

#### Forming Opinions

**A** Of all of the methods used to create unity, which do you think would be most successful? Why?



**MAIN IDEA****Identifying Solutions**

**B** How would relocating troublesome people help government control of an area?

to a different territory. The resisters would be placed under the control of rulers appointed by the government in Cuzco. **B**

The main demand the Incan state placed on its subjects was for tribute, usually in the form of labor. The labor tribute was known as **mita** (MEE•tuh). It required all able-bodied citizens to work for the state a certain number of days every year. Mita workers might labor on state farmlands, produce craft goods for state warehouses, or help with public works projects.

Historians have compared the Incan system to a type of socialism or a modern welfare state. Citizens were expected to work for the state and were cared for in return. For example, the aged and disabled were often supported by the state. The state also made sure that the people did not go hungry when there were bad harvests. Freeze-dried potatoes, called *chuño*, were stored in huge government warehouses for distribution in times of food shortages.

**Public Works Projects** The Inca had an ambitious public works program. The most spectacular project was the Incan road system. A marvel of engineering, this road system symbolized the power of the Incan state. The 14,000-mile-long network of roads and bridges spanned the empire, traversing rugged mountains and harsh deserts. The roads ranged from paved stone to simple paths. Along the roads, the Inca built guesthouses to provide shelter for weary travelers. A system of runners, known as *chasquis* (SHAH•skeys), traveled these roads as a kind of postal service, carrying messages from one end of the empire to the other. The road system also allowed the easy movement of troops to bring control to areas of the empire where trouble might be brewing.

**Government Record-Keeping** Despite the sophistication of many aspects of Incan life, the Inca never developed a writing system. History and literature were memorized as part of an oral tradition. For numerical information, the Inca created an accounting device known as the **quipu**, a set of knotted strings that could be used to record data. (See the Global Patterns feature on page 20.) The knots and their position on the string indicated numbers. Additionally, the colors of the strings represented different categories of information important to the government. For example, red strings were used to count warriors; yellow strings were used to count gold. However, the meanings of the colors changed depending on the general purpose of the quipu. **C**

Some historians believe that the Inca also developed an elaborate calendar system with two types of calendars, one for night and one for day. They were used primarily for religious purposes. Like the calendars of the Maya and the Aztecs, the two calendars provided information about the gods whom the Inca believed ruled the day and time.

**MAIN IDEA****Recognizing Effects**

**C** How might the Incan system of record-keeping help support a strong government?

**South American Culture Areas, 100–1535****GEOGRAPHY SKILLBUILDER:**  
**Interpreting Maps**

- 1. Place** The lands of which earlier South American cultures were included in the Incan Empire?
- 2. Human-Environment Interaction** Look at the shape and terrain of the Incan Empire. What problems related to geography might occur in controlling the land?



## Religion Supports the State

As with the Aztecs, religion was important to the Inca and helped reinforce the power of the state. The Inca worshiped fewer gods than the Aztecs. The Inca focused on key nature spirits such as the moon, the stars, and thunder. In the balance of nature, the Inca saw patterns for the way humans should relate to each other and to the earth. The primary Incan god was a creator god called Viracocha. Next in importance was the sun god, Inti. Because the Incan ruler was considered a descendant of Inti, sun worship amounted to worship of the king.

**Religious Practices** Incan priests led the sun-worship services, assisted by young women known as *mamakuna*, or “virgins of the sun.” These women, all unmarried, were drafted by the Inca for a lifetime of religious service. The young women were trained in religious activities, as teachers, spinners, weavers, and beer makers. Young men, known as *yamacuna*, also served as full-time workers for the state and in religious activities. Sacrifice of llamas and exchange of goods were a part of the religious activities. The goods were distributed by the priests to the people as gifts from the gods.

**Great Cities** The Temple of the Sun in Cuzco was the most sacred of all Incan shrines. It was heavily decorated in gold, a metal the Inca referred to as “sweat of the sun.” According to some sources, the temple even had a garden with plants and animals crafted entirely from gold and silver. In fact, gold was a common sight throughout Cuzco. The walls of several buildings had a covering of thin gold sheeting.

Although Cuzco was the religious capital of the Incan Empire, other Incan cities also may have served a ceremonial purpose. For example, Machu Picchu, excavated by Hiram Bingham in 1912, was isolated and mysterious. Like Cuzco, Machu Picchu also had a sun temple, public buildings, and a central plaza. Some sources suggest it was a religious center. Others think it was an estate of Pachacuti. Still others believe it was a retreat for Incan rulers or the nobility.

▼ Machu Picchu lies some 8,000 feet above sea level on a ridge between two mountain peaks.





Rise and Fall of the Inca		
Traits of Civilization	Strength Leading to Power	Weakness Leading to Decline
<ul style="list-style-type: none"> <li>Religious beliefs and theocracy</li> <li>Major road systems</li> <li>Type of welfare state with huge bureaucracy</li> </ul>	<ul style="list-style-type: none"> <li>United culture</li> <li>Loyalty to the emperor</li> <li>Connected entire empire and aided control</li> <li>Care for entire population during good and bad times</li> </ul>	<ul style="list-style-type: none"> <li>Many physical and human resources funneled into religious activities</li> <li>Enemy could also use roads to move troops</li> <li>People struggled to care for themselves with the elimination of the welfare state</li> </ul>
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Forming and Supporting Opinions</b> <i>In your opinion, which of the three traits leading to power was the most valuable? Briefly discuss your reasons.</i> <b>2. Comparing</b> <i>Which trait did you find repeated in the Maya and Aztec empires?</i>		

## Discord in the Empire

The Incan Empire reached the height of its glory in the early 1500s during the reign of Huayna Capac. Trouble was brewing, however. In the 1520s, Huayna Capac undertook a tour of Ecuador, a newly conquered area of the empire. In the city of Quito, he received a gift box. When he opened it, out flew butterflies and moths, considered an evil omen. A few weeks later, while still in Quito, Huayna Capac died of disease—probably smallpox.

After his death, the empire was split between his sons, Atahualpa (ah•tah•WAHL•pah) and Huascar (WAHS•kahr). Atahualpa received Ecuador, about one-fifth of the empire. The rest went to Huascar. At first, this system of dual emperors worked. Soon, however, Atahualpa laid claim to the whole of the empire. A bitter civil war followed. Atahualpa eventually won, but the war tore apart the empire. As you will learn in Chapter 20, the Spanish arrived in the last days of this war. Taking advantage of Incan weakness, they would soon divide and conquer the empire.

### SECTION

## 4

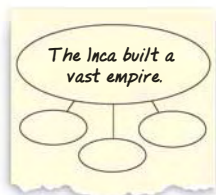
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Pachacuti
- ayllu
- mita
- quipu

#### USING YOUR NOTES

2. Which of these methods for unification were acceptable to the conquered people? Explain.



#### MAIN IDEAS

- How were the Inca able to conquer such a vast empire?
- What methods did the Inca use to create unity among the diverse peoples in their empire?
- What role did the mita play in building the Incan Empire?

#### CRITICAL THINKING & WRITING

- IDENTIFYING SOLUTIONS** How did the Inca overcome geographical obstacles in building and ruling their empire?
- ANALYZING MOTIVES** Why do you think the Inca used the ayllu system as the basis for governing in the empire?
- COMPARING AND CONTRASTING** How were Incan and Aztec religious practices similar? How were they different?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a short **description** of one of the great public works projects completed by the Inca.

#### CONNECT TO TODAY CREATING AN ORAL REPORT

The Incan Empire has been compared to a modern welfare state. Study the government of one such state—Sweden, for example. In an **oral report**, compare the Incan government with the government of the country you studied.



## Incan Mummies

For the Inca, death was an important part of life. The Inca worshiped the spirits and the bodies of their ancestors. They believed in an afterlife, and tombs and the mummies they held were considered holy.

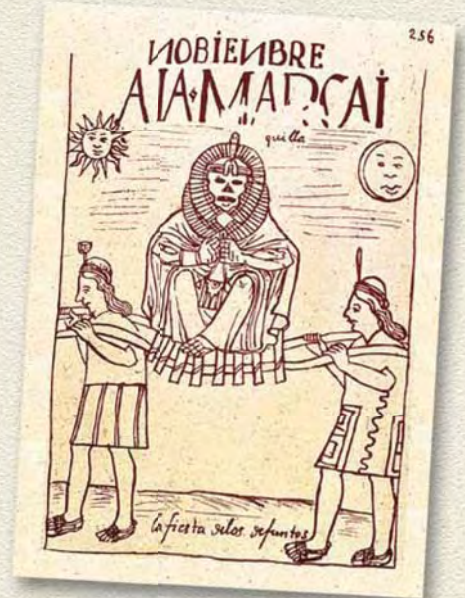
Like the Egyptians, the Inca embalmed their dead to preserve the body. The mummies were bundled with offerings of food, tools, and precious items to help them in the afterlife. These “mummy bundles” were then buried or put in an aboveground tomb to be worshiped. Mummies have been found from many different social classes, and, as you will read, not all of them died natural deaths.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on mummies, go to [classzone.com](http://classzone.com)

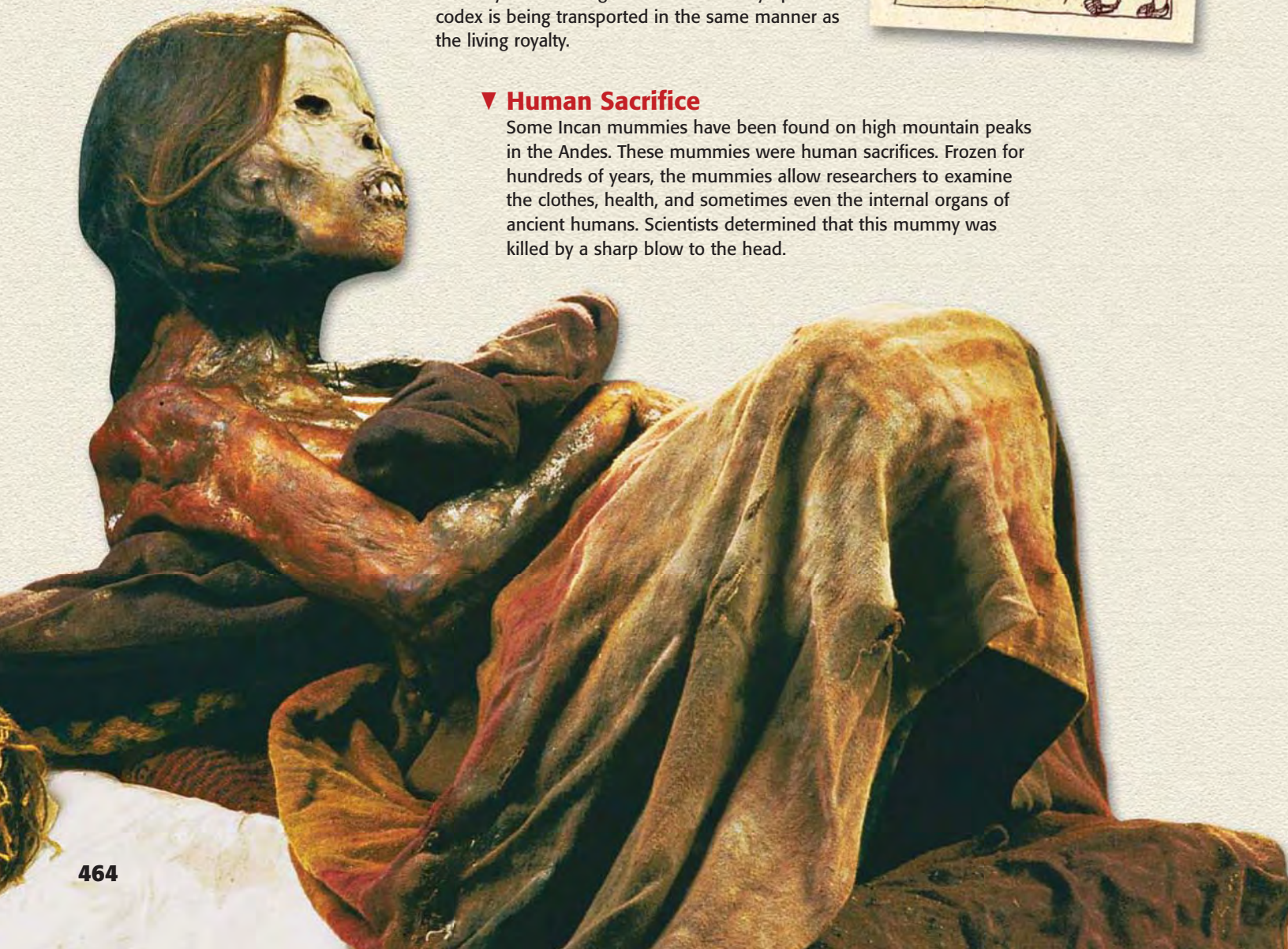
### ► Royal Treatment

The mummies of Incan rulers were among the holiest objects of Incan religion. The mummies were actually treated as if they were still alive. They had servants, maintained ownership of their property, were consulted as oracles, and were taken to major festivals or to visit other mummies. The mummy shown at right in a 16th-century Spanish codex is being transported in the same manner as the living royalty.



### ▼ Human Sacrifice

Some Incan mummies have been found on high mountain peaks in the Andes. These mummies were human sacrifices. Frozen for hundreds of years, the mummies allow researchers to examine the clothes, health, and sometimes even the internal organs of ancient humans. Scientists determined that this mummy was killed by a sharp blow to the head.





## ► Mummy Bundles

At a site known as Puruchuco, just outside of Lima, Peru, archaeologists discovered a huge Incan cemetery. Some of the mummies unearthed were wrapped in layers of cotton. The outside of the bundle might have a false head made of cloth like the one shown on the right. Inside the bundle were the mummy, religious offerings, and personal items. The illustration shown below re-creates the inside of an actual bundle that archaeologists unwrapped.



Corn, or maize, was the Inca's most important crop and is often found in Incan burials.



This man wears a feathered headdress that indicates high social standing.

The Inca used gourds as bowls and containers. The gourds found in this bundle held food and cotton.

## ◀ Gifts for the Dead

The Inca sometimes placed mummies in aboveground tombs called *chullpas*. Descendants of the mummy would bring offerings of food and precious goods to honor their ancestor. This mummy is shown as it might have appeared in its tomb.



## AN INCAN GRAVEYARD

The Puruchuco graveyard lies beneath a shantytown in Peru called Tupac Amaru. In 1999, when archaeologists discovered the extent of the site, it was about to be bulldozed. Archaeologists began an emergency recovery effort.

- The remains of over 2,000 men, women, and children were recovered.
- The site may contain as many as 10,000 individuals.
- Some bundles contained up to seven bodies and weighed as much as 400 pounds.
- Between 50,000 and 60,000 artifacts were recovered.
- One of the mummy bundles became known as the "Cotton King." The mummy was wrapped in about 300 pounds of raw cotton.
- The Cotton King's bundle contained 70 artifacts, including food, pottery, animal skins, and sandals. Footwear was not common among the Inca, and sandals were a status symbol.



## Connect to Today

**1. Making Inferences** What do Incan mummification practices suggest about Incan culture?

See Skillbuilder Handbook, page R10.

**2. Forming and Supporting Opinions** Why do you think mummification is not a common practice in the United States today?



# Chapter 16 Assessment

## VISUAL SUMMARY

### People and Empires in the Americas

#### North America: 600–late 1500s



- Government by a variety of small tribes to very complex societies
- Similar religious beliefs in the Great Spirit
- Economy influenced by the environment
- Trade links to other groups

#### Mesoamerica: Maya 250–900

- Government by city-state kings
- Religion plays a major role in society and rule
- Trade links between city-states and other Mesoamerican groups
- Math and astronomy develop to support religious beliefs
- Pyramid builders
- Written language using hieroglyphs



#### Mesoamerica: Aztec 1200–1521



- Government by warrior-kings
- Religion plays a major role in society and rule
- Trade links between tribute states and other Mesoamerican groups
- Human sacrifice practiced for religious offerings
- Pyramid builders
- Pictorial written language

#### South America: Inca 1400–1532

- Government by theocracy–sun-god king
- Religion plays a major role in society and rule
- Social welfare state cares for all people
- Extensive road system links the country together



## TERMS & NAMES

For each term or name below, briefly explain its connection to the development of Native American cultures in North America, Mesoamerica, or South America.

- |                  |                    |
|------------------|--------------------|
| 1. pueblo        | 6. Quetzalcoatl    |
| 2. Mississippian | 7. Triple Alliance |
| 3. Iroquois      | 8. Montezuma II    |
| 4. Tikal         | 9. Pachacuti       |
| 5. glyph         | 10. mita           |

## MAIN IDEAS

### North American Societies Section 1 (pages 441–445)

11. Why were Native American societies in North America so diverse?
12. What were the three things that most Native Americans in North America had in common?

### Maya Kings and Cities Section 2 (pages 446–451)

13. What role did religion play in Maya life?
14. What were three major achievements of the Maya civilization?

### The Aztecs Control Central Mexico Section 3 (pages 452–458)

15. How did the Aztecs build and control their empire?
16. Why did the Aztecs sacrifice human beings to their gods?

### The Inca Create a Mountain Empire Section 4 (pages 459–465)

17. List three ways in which the Incan government involved itself in people's lives.
18. How did Incan religion reinforce the power of the state?

## CRITICAL THINKING

### 1. USING YOUR NOTES

On a double time line, place two dates for each of the major culture groups that controlled the Valley of Mexico from the beginning of the first century A.D. Write a brief description of the importance of each date.



### 2. FORMULATING HISTORICAL QUESTIONS

Study the information on the Mound Builders again. What questions might you ask to gain a better understanding of these cultures?

### 3. COMPARING AND CONTRASTING

**RELIGIOUS AND ETHICAL SYSTEMS** Compare the religious beliefs of the Maya, the Aztecs, and the Inca. How were they similar? How were they different?

### 4. MAKING INFERENCES

**POWER AND AUTHORITY** What can you infer about the values of the Inca from the fact that the government provided care for citizens who were aged or unable to care for themselves?

### 5. FORMING AND SUPPORTING OPINIONS

The Maya was the most advanced of the early American civilizations. Do you agree or disagree with this statement? Give reasons for your answer.



## STANDARDS-BASED ASSESSMENT

Use the excerpt and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

We return thanks to our mother, the earth, which sustains us. We return thanks to the rivers and streams, which supply us with water. . . . We return thanks to the corn, and to her sisters, the beans and squashes, which give us life. . . . We return thanks to the sun, that he has looked upon the earth with a beneficent eye. . . . We return thanks to the Great Spirit . . . who directs all things for the good of his children.

Quoted in *In the Trail of the Wind*

- How did the Iroquois feel about nature?
  - They felt angry at nature.
  - They felt grateful to nature.
  - Nature was seen as a mere tool to the Iroquois.
  - Nature played little part in the lives of the Iroquois.
- Which statement best sums up the overall role that the Great Spirit played in Iroquois life?
  - The Great Spirit ruled over all for the good of all.
  - The Great Spirit provided food for the Iroquois.
  - The Great Spirit ruled over the earth and the sun.
  - The Great Spirit provided the Iroquois with water.

Use this map, which provides a bird's-eye view of the island city of Tenochtitlán, and your knowledge of world history to answer question 3.



- What appears to be in the center of the city?
  - an enormous lake
  - a small harbor
  - a temple complex
  - an empty square

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

From the headdress clues and detective thinking, you should have determined that Kwakiutl lived in the forests by the Pacific Ocean. They probably used the headdress in a ceremony asking the gods to protect them. Using the guide questions on page 440, look back in the chapter at other artifacts in each section to see what you can determine about other cultures.

### 2. WRITING ABOUT HISTORY

#### CULTURAL INTERACTION

In recent years, Aztec cultural ruins have been excavated in Mexico City. Using the Internet and library resources, conduct research into some of these archaeological finds, such as the Plaza of Three Cultures and the Great Temple. Then write an illustrated **magazine article** that describes these places and shows the heritage of the Mexican people.

### INTEGRATED TECHNOLOGY

#### NetExplorations: Counting Calendars and Cords

Go to *NetExplorations* at [classzone.com](http://classzone.com) to learn more about the Aztec and Maya calendars. Use the Internet to learn about the calendars of other civilizations during the same period. Find out:

- how various calendars were organized
- what names were given to the various time periods on each calendar (for example, agricultural names or names of important gods)
- which calendars were most accurate
- how long each calendar was in use

Use the information and images you find to create a virtual museum where viewers can compare and contrast civilizations, their notions of time, and the calendars they used.



# European Renaissance and Reformation, 1300–1600

## Previewing Main Ideas

**CULTURAL INTERACTION** Trade with the East and the rediscovery of ancient manuscripts caused Europeans to develop new ideas about culture and art. This period was called the “Renaissance,” which means rebirth.

**Geography** Study the time line and the map. In which countries did the Renaissance begin?

**RELIGIOUS AND ETHICAL SYSTEMS** Martin Luther began a movement to reform practices in the Catholic Church that he believed were wrong. That movement, the Reformation, led to the founding of non-Catholic churches.

**Geography** Locate Wittenberg, the city where the Reformation began. What geographical features helped the Reformation spread from there?

**REVOLUTION** The invention of the printing press allowed books and pamphlets to be made faster and more cheaply. This new technology helped spread the revolutionary ideas of the Renaissance and Reformation.

**Geography** Printing spread from Mainz to other parts of Europe. How might the location of Mainz have helped the spread of printing?

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

1300

In the 1300s the Renaissance begins in Italian city-states such as Florence, Milan, and Mantua.



1434

◀ Medici family takes control of Florence. (bust of Lorenzo Medici)

1300

1400

WORLD

1324

Mali king Mansa Musa makes a pilgrimage to Mecca.



1368

◀ Hongwu founds Ming Dynasty in China. (vase from that period)

1405

Chinese explorer Zheng He begins exploration of Asia and Africa.





## Europe, 1500



**1455**

Gutenberg Bible printed in Mainz. ▶



**1517**

Martin Luther begins the Reformation in Wittenberg.

**1534**

English king Henry VIII starts the Church of England.

**1563**  
Council of Trent mandates reforms in Catholic Church.

**1500**

**1600**

**1453**

Ottoman Turks capture Constantinople.

**1492**

Columbus reaches the Americas.

**1526**

Babur establishes Mughal Empire in India. (Mughal noble) ▶

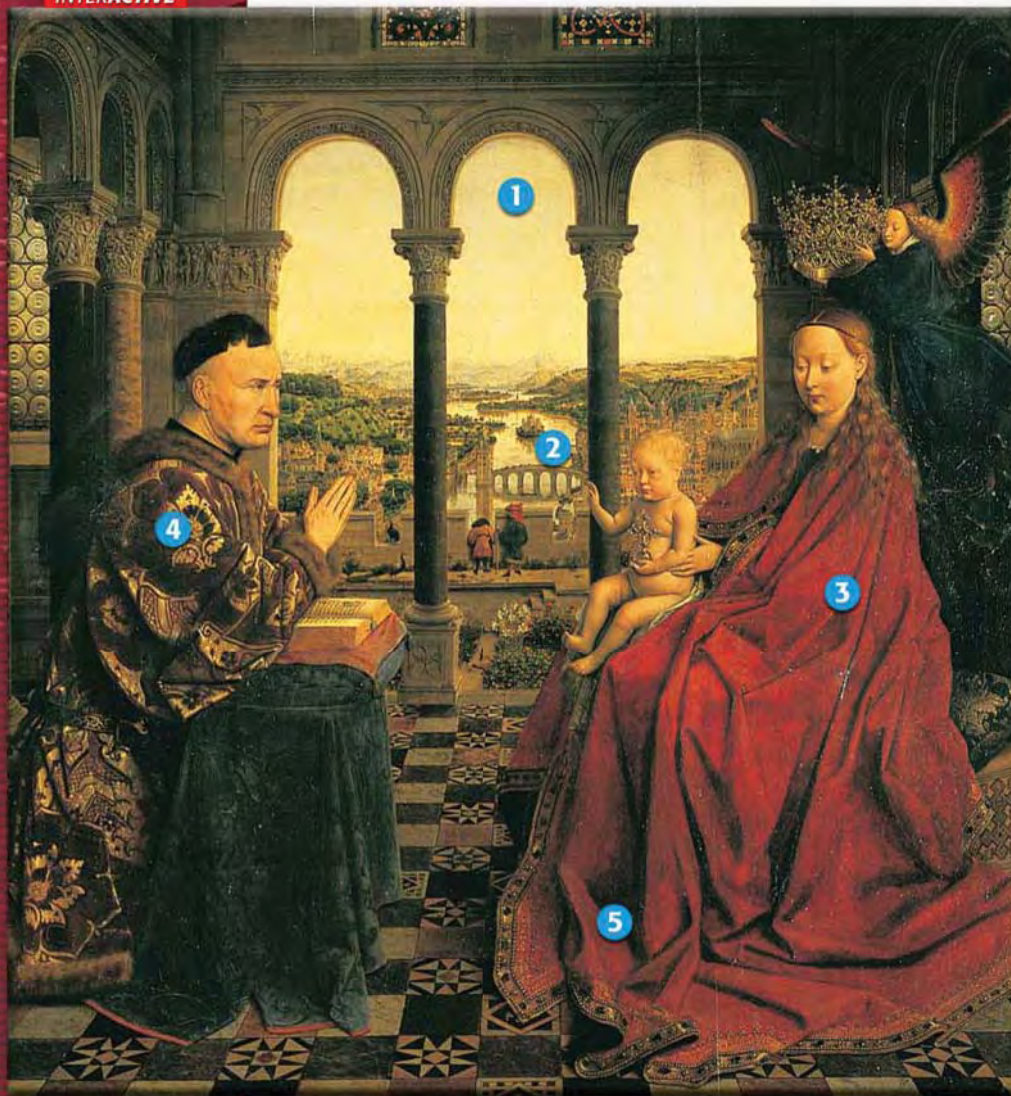




INTERACTIVE

## What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.



- 1 Classical Art** Renaissance artists admired classical art. The columns show classical style.
- 2 Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.
- 3 Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.
- 4 The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.
- 5 Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

▲ *The Madonna of Chancellor Rolin* (about 1435), Jan van Eyck

### EXAMINING *the* ISSUES

- What can you infer about the setting of the painting?
- What details in the painting give you an idea of the role of religion in society?

As a class, discuss these questions to see what you can learn about this art. Also recall what you know about art in such places as Egypt and India. As you read about the Renaissance, notice what the art of that time reveals about European society.





# Italy: Birthplace of the Renaissance

## MAIN IDEA

**REVOLUTION** The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

## WHY IT MATTERS NOW

Renaissance art and literature still influence modern thought and modern art.

## TERMS & NAMES

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

**SETTING THE STAGE** During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

## Italy's Advantages

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance** (REHN•ih•SAHNS). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

**City-States** Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

**Merchants and the Medici** A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.

## TAKING NOTES

**Outlining** Use an outline to organize main ideas and details.

### Italian Renaissance

#### I. Italy's advantages

A.

B.

#### II. Classical and worldly values



## History Makers



### Medici Family

A rival family grew so jealous of the Medici that they plotted to kill Lorenzo (above) and his brother Giuliano. As the Medici attended Mass, assassins murdered Giuliano at the altar. Drawing his sword, Lorenzo escaped to a small room and held off his attackers until help arrived. Later, he had the killers brutally, publicly executed.

More positively, Lorenzo was a generous patron of the arts who collected many rare manuscripts. Eventually the Medici family made their library available to the public.

Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their individual merit. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of Florence had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici (MEHD•ih•chee). The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence's government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he ruled as a dictator yet kept up the appearance of having an elected government.

**Looking to Greece and Rome** Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied

ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453. **A**

### MAIN IDEA

#### Analyzing Causes

**A** What three advantages fostered the Renaissance in Italy?

## Classical and Worldly Values

As scholars studied these manuscripts, they became more influenced by classical ideas. These ideas helped them to develop a new outlook on life and art.

**Classics Lead to Humanism** The study of classical texts led to **humanism**, an intellectual movement that focused on human potential and achievements. Instead of trying to make classical texts agree with Christian teaching as medieval scholars had, humanists studied them to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions. Also, humanists popularized the study of subjects common to classical education, such as history, literature, and philosophy. These subjects are called the humanities.

**Worldly Pleasures** In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Most people remained devout Catholics. However, the basic spirit of Renaissance society was **secular**—worldly rather than spiritual and concerned with the here and now. Even church leaders became more worldly. Some lived in beautiful mansions, threw lavish banquets, and wore expensive clothes.

**Patrons of the Arts** Church leaders during the Renaissance beautified Rome and other cities by spending huge amounts of money for art. They became **patrons** of the

### Vocabulary

The words *humanist* and *humanities* come from the Latin word *humanitas*, which refers to the literary culture that every educated person should possess.



arts by financially supporting artists. Renaissance merchants and wealthy families also were patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

**The Renaissance Man** Renaissance writers introduced the idea that all educated people were expected to create art. In fact, the ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a “universal man.” Later ages called such people “Renaissance men.”

Baldassare Castiglione (KAHS•teel•YOH•nay) wrote a book called *The Courtier* (1528) that taught how to become such a person. A young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, and write poetry. In addition, he should be a skilled rider, wrestler, and swordsman.

**The Renaissance Woman** According to *The Courtier*, upper-class women also should know the classics and be charming. Yet they were not expected to seek fame. They were expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d’Este, did exercise power. Born into the ruling family of the city-state of Ferrara, she married the ruler of another city-state, Mantua. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release. **B**

#### MAIN IDEA

#### Comparing

**B** How were expectations for Renaissance men and Renaissance women similar?

## > Analyzing Primary Sources

### The Renaissance Man

In *The Courtier*, Baldassare Castiglione described the type of accomplished person who later came to be called the Renaissance man.

#### PRIMARY SOURCE



Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . .

I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

**BALDASSARE CASTIGLIONE**, *The Courtier*

### The Renaissance Woman

Although Renaissance women were not expected to create art, wealthy women often were patrons of artists, as this letter by Isabella d’Este demonstrates.

#### PRIMARY SOURCE



To Master Leonardo da Vinci, the painter: Hearing that you are settled at Florence, we have begun to hope that our cherished desire to obtain a work by your hand might be at length realized. When you were in this city and drew our portrait in carbon, you promised us that you would some day paint it in colors. But because this would be almost impossible, since you are unable to come here, we beg you to keep your promise by converting our portrait into another figure, which would be still more acceptable to us; that is to say, a youthful Christ of about twelve years . . . executed with all that sweetness and charm of atmosphere which is the peculiar excellence of your art. Mantua, May 14, 1504

**ISABELLA D’ESTE**, *Letters*


#### DOCUMENT-BASED QUESTIONS

- 1. Drawing Conclusions** Do the qualities called for in the ideal Renaissance man and woman seem to emphasize the individual or the group?
- 2. Making Inferences** Isabella d’Este’s portrait was painted by Titian, and Castiglione’s by Raphael, two famous painters. What does this tell you about the subjects’ social status?



## The Renaissance Revolutionizes Art


Supported by patrons like Isabella d'Este, dozens of artists worked in northern Italy. As the Renaissance advanced, artistic styles changed. Medieval artists had used religious subjects to convey a spiritual ideal. Renaissance artists often portrayed religious subjects, but they used a realistic style copied from classical models. Greek and Roman subjects also became popular. Renaissance painters used the technique of **perspective**, which shows three dimensions on a flat surface.

**Realistic Painting and Sculpture** Following the new emphasis on individuals, painters began to paint prominent citizens. These realistic portraits revealed what was distinctive about each person. In addition, artists such as the sculptor, poet, architect, and painter Michelangelo (MY•kuhl•AN•juh•LOH) Buonarroti used a realistic style when depicting the human body. 

Donatello (DAH•uh•TEHL•oh) also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s. It was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David (page 478) was a favorite subject.

### MAIN IDEA

#### Synthesizing

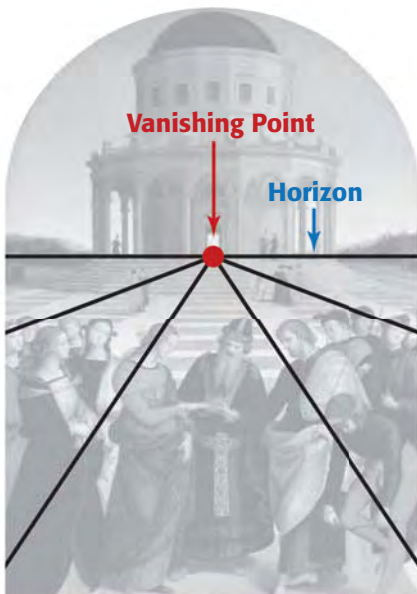
 What major change did a belief in individual merit bring about in art?

### > Analyzing Art

#### Perspective

Perspective creates the appearance of three dimensions. Classical artists had used perspective, but medieval artists abandoned the technique. In the 1400s, Italian artists rediscovered it.

Perspective is based on an optical illusion. As parallel lines stretch away from a viewer, they seem to draw together, until they meet at a spot on the horizon called the vanishing point. The use of perspective was a feature of most Western painting for the next 450 years.



*Marriage of the Virgin* (1504), Raphael

#### SKILLBUILDER: Interpreting Visual Sources

**Contrasting** What is the major difference between the figures in the background of the painting and the figures in the foreground? What is the effect of this difference?



**Leonardo, Renaissance Man** Leonardo da Vinci (LAY•uh•NAHR•doh duh•VIHN•chee) was a painter, sculptor, inventor, and scientist. A true “Renaissance man,” he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa* (page 478). The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus’ disciples through facial expressions.

**Raphael Advances Realism** Raphael (RAHF•ee•uhl) Sanzio was younger than Michelangelo and Leonardo. He learned from studying their works. One of Raphael’s favorite subjects was the Madonna and child. Raphael often portrayed their expressions as gentle and calm. He was famous for his use of perspective.

In his greatest achievement, Raphael filled the walls of Pope Julius II’s library with paintings. One of these, *School of Athens* (page 479), conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

**Anguissola and Gentileschi** Renaissance society generally restricted women’s roles. However, a few Italian women became notable painters. Sofonisba Anguissola (ahng•GWEES•soh•lah) was the first woman artist to gain an international reputation. She is known for her portraits of her sisters and of prominent people such as King Philip II of Spain. Artemisia Gentileschi (JAYN•tee•LEHS•kee) was another accomplished artist. She trained with her painter father and helped with his work. In her own paintings, Gentileschi painted pictures of strong, heroic women.

## Renaissance Writers Change Literature

Renaissance writers produced works that reflected their time, but they also used techniques that writers rely on today. Some followed the example of the medieval writer Dante. He wrote in the **vernacular**, his native language, instead of Latin. Dante’s native language was Italian. In addition, Renaissance writers wrote either for self-expression or to portray the individuality of their subjects. In these ways, writers of the Renaissance began trends that modern writers still follow.

**Petrarch and Boccaccio** Francesco Petrarch (PEE•trahrk) was one of the earliest and most influential humanists. Some have called him the father of Renaissance humanism. He was also a great poet. Petrarch wrote both in Italian and in Latin. In

## History Makers



### Leonardo da Vinci 1452–1519

Leonardo da Vinci’s notebooks—and life—are mysterious. Some 3,500 pages closely covered with writings and drawings survive. His writing is clear and easy to read, but only if you look at it in a mirror. No one knows why he wrote backwards.

Leonardo planned scholarly works and great feats of engineering that were never completed. Only 17 of his paintings survive. And yet the work that Leonardo did produce is so amazing that it confirms his genius.



### Michelangelo Buonarroti 1475–1564

Like Leonardo, Michelangelo was a Renaissance man. He excelled as a painter, sculptor, architect, and poet.

Michelangelo is most famous for the way he portrayed the human body in painting and sculpture. Influenced by classical art, he created figures that are

forceful and show heroic grandeur.

Among his achievements are the dome of St. Peter’s, the paintings on the ceiling of the Sistine Chapel, and the statue of David.

## INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Plan a Web site on Renaissance leaders that showcases these two artists. Go to **classzone.com** for your research.



Italian, he wrote sonnets—14-line poems. They were about a mysterious woman named Laura, who was his ideal. (Little is known of Laura except that she died of the plague in 1348.) In classical Latin, he wrote letters to many important friends.

The Italian writer Giovanni Boccaccio (boh•KAH•chee•oh) is best known for the *Decameron*, a series of realistic, sometimes off-color stories. The stories are supposedly told by a group of worldly young people waiting in a rural villa to avoid the plague sweeping through Florence:

#### PRIMARY SOURCE

In the year of Our Lord 1348 the deadly plague broke out in the great city of Florence, most beautiful of Italian cities. Whether through the operation of the heavenly bodies or because of our own iniquities [sins] which the just wrath of God sought to correct, the plague had arisen in the East some years before, causing the death of countless human beings. It spread without stop from one place to another, until, unfortunately, it swept over the West. Neither knowledge nor human foresight availed against it, though the city was cleansed of much filth by chosen officers in charge and sick persons were forbidden to enter it, while advice was broadcast for the preservation of health.

GIOVANNI BOCCACCIO, Preface, *Decameron*

The *Decameron* presents both tragic and comic views of life. In its stories, the author uses cutting humor to illustrate the human condition. Boccaccio presents his characters in all of their individuality and all their folly.

**Machiavelli Advises Rulers** *The Prince* (1513) by Niccolò Machiavelli (MAK•ee•uh•VEHL•ee) also examines the imperfect conduct of human beings. It does so by taking the form of a political guidebook. In *The Prince*, Machiavelli examines how a ruler can gain power and keep it in spite of his enemies. In answering this question, he began with the idea that most people are selfish, fickle, and corrupt.

To succeed in such a wicked world, Machiavelli said, a prince must be strong as a lion and shrewd as a fox. He might have to trick his enemies and even his own people for the good of the state. In *The Prince*, Machiavelli was not concerned with what was morally right, but with what was politically effective.

He pointed out that most people think it is praiseworthy in a prince to keep his word and live with integrity. Nevertheless, Machiavelli argued that in the real world of power and politics a prince must sometimes mislead the people and lie to his opponents. As a historian and political thinker, Machiavelli suggested that in order for a prince to accomplish great things, he must be crafty enough to not only overcome the suspicions but also gain the trust of others:

#### PRIMARY SOURCE D

From this arises the question whether it is better to be loved more than feared, or feared more than loved. The reply is, that one ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared than loved, if one of the two has to be wanting. For it may be said of men in general that they are ungrateful, voluble [changeable], dissemblers [liars], anxious to avoid danger, and covetous of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their words, without making preparations, is ruined.

NICCOLÒ MACHIAVELLI, *The Prince*

#### MAIN IDEA

##### Analyzing Primary Sources

D Does Machiavelli think that a prince should prefer to be loved or feared? Why?



**Vittoria Colonna** The women writers who gained fame during the Renaissance usually wrote about personal subjects, not politics. Yet, some of them had great influence. Vittoria Colonna (1492–1547) was born of a noble family. In 1509, she married the Marquis of Pescara. He spent most of his life away from home on military campaigns.

Vittoria Colonna exchanged sonnets with Michelangelo and helped Castiglione publish *The Courtier*. Her own poems express personal emotions. When her husband was away at the Battle of Ravenna in 1512, she wrote to him:

#### PRIMARY SOURCE

But now in this perilous assault,  
in this horrible, pitiless battle  
that has so hardened my mind and heart,  
your great valor has shown you an equal  
to Hector and Achilles. But what good is  
this to me, sorrowful, abandoned? . . .  
Your uncertain enterprises do not hurt you;  
but we who wait, mournfully grieving,  
are wounded by doubt and fear.  
You men, driven by rage, considering nothing  
but your honor, commonly go off, shouting,  
with great fury, to confront danger.  
We remain, with fear in our heart and  
grief on our brow for you; sister longs for  
brother, wife for husband, mother for son.

VITTORIA COLONNA, *Poems*

Toward the end of the 15th century, Renaissance ideas began to spread north from Italy. As you will read in Section 2, northern artists and thinkers adapted Renaissance ideals in their own ways.

## Global Patterns



### Other Renaissances

In addition to the Italian Renaissance, there have been rebirths and revivals in other places around the world. For example, the Tang (618–907) and Song (960–1279) dynasties in China saw periods of great artistic and technological advances.

Like the Italian Renaissance, the achievements of the Tang and the Song had roots in an earlier time, the Han Dynasty (202 B.C. to A.D. 220). After the Han collapsed, China experienced turmoil.

When order was restored, Chinese culture flourished. The Chinese invented gunpowder and printing. Chinese poets wrote literary masterpieces. Breakthroughs were made in architecture, painting, and pottery. The Song painting above, *Waiting for Guests by Lamplight*, was done with ink and color on silk.

## SECTION

## 1

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

### USING YOUR NOTES

2. Which of Italy's advantages was most important? Why?

*Italian Renaissance*  
I. Italy's advantages  
A.  
B.  
II. Classical and worldly values

### MAIN IDEAS

3. What are some of the characteristics of the "Renaissance man" and "Renaissance woman"?  
4. How did Italy's cities help to make it the birthplace of the Renaissance?  
5. What was the attitude of Church leaders and the wealthy toward the arts? Why?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did study of the classics influence branches of learning such as history, literature, and philosophy?  
7. **MAKING INFERENCES** How is the humanism of the Renaissance reflected in its art? Explain with examples.  
8. **COMPARING** What were the differences between the Middle Ages and the Renaissance in the attitude toward worldly pleasures?  
9. **WRITING ACTIVITY** **REVOLUTION** How did the Renaissance revolutionize European art and thought? Support your opinions in a three-paragraph **essay**.

### CONNECT TO TODAY WRITING A DESCRIPTION

In a book on modern art, find an artist who worked in more than one medium, such as painting and sculpture. Write a **description** of one of the artist's works in each medium.



## Renaissance Ideas Influence Renaissance Art

The Renaissance in Italy produced extraordinary achievements in many different forms of art, including painting, architecture, sculpture, and drawing. These art forms were used by talented artists to express important ideas and attitudes of the age.

The value of humanism is shown in Raphael's *School of Athens*, a depiction of the greatest Greek philosophers. The realism of Renaissance art is seen in a portrait such as the *Mona Lisa*, which is an expression of the subject's unique features and personality. And Michelangelo's *David* shares stylistic qualities with ancient Greek and Roman sculpture.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Renaissance art, go to [classzone.com](http://classzone.com)

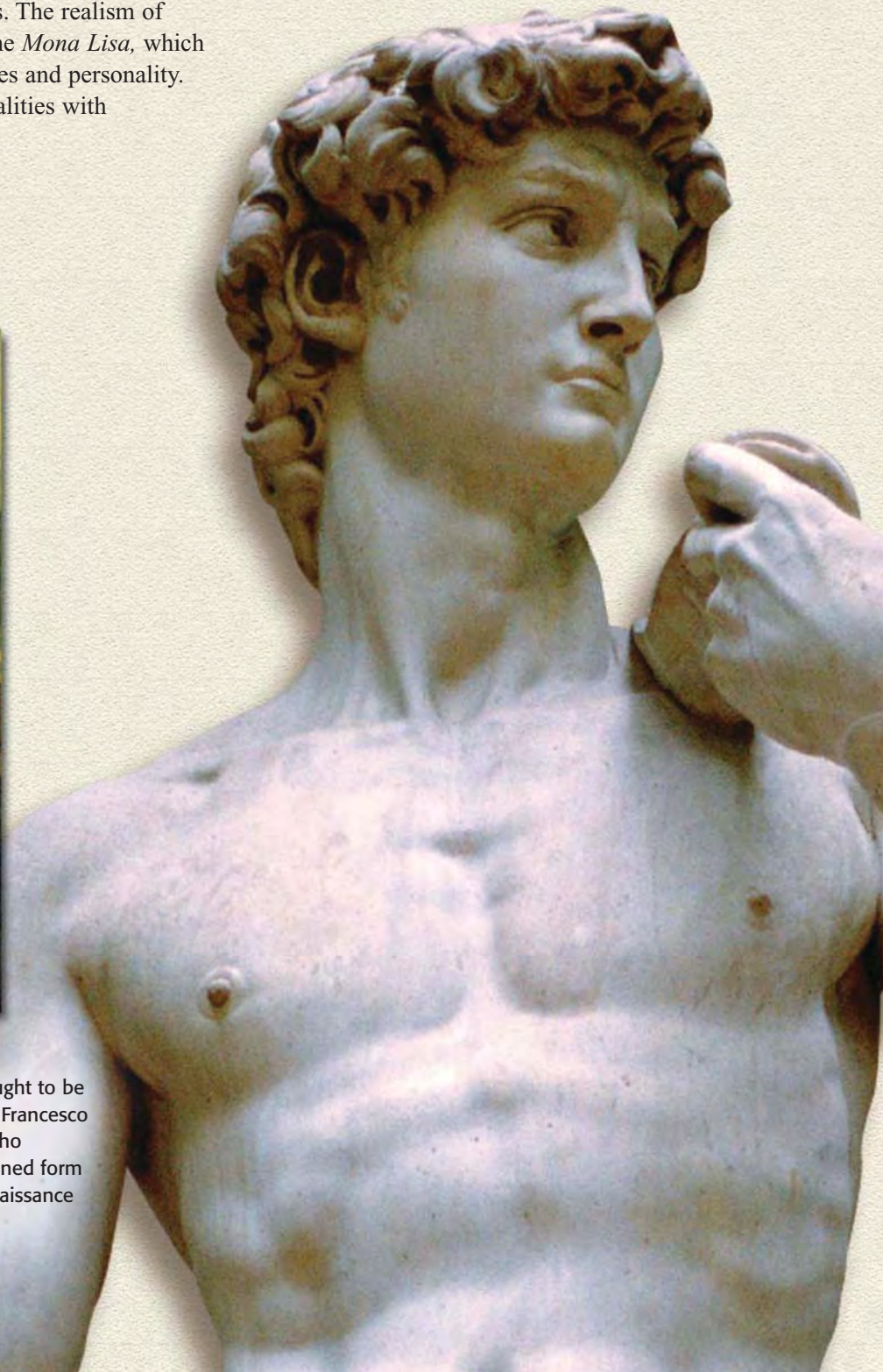


### ▲ Portraying Individuals

**Da Vinci** The *Mona Lisa* (c. 1504–1506) is thought to be a portrait of Lisa Gherardini, who, at 16, married Francesco del Giocondo, a wealthy merchant of Florence who commissioned the portrait. *Mona Lisa* is a shortened form of *Madonna Lisa* (Madam, or My Lady, Lisa). Renaissance artists showed individuals as they really looked.

### ▼ Classical and Renaissance Sculpture

**Michelangelo** Influenced by classical statues, Michelangelo sculpted *David* from 1501 to 1504. Michelangelo portrayed the biblical hero in the moments just before battle. David's posture is graceful, yet his figure also displays strength. The statue, which is 18 feet tall, towers over the viewer.







### ▲ The Importance of Ancient Greece


**Raphael** The painting *School of Athens* (1508) for the pope's apartments in the Vatican shows that the scholars of ancient Greece were highly honored. Under the center arch stand Plato and Aristotle. To their right, Socrates argues with several young men. Toward the front, Pythagoras draws a lesson on a slate and Ptolemy holds a globe.



### ▲ Renaissance Science and Technology

**Da Vinci** Leonardo da Vinci filled his notebooks with observations and sketches of new inventions. This drawing from his notebooks shows a design for a spiral screw to achieve vertical flight. Leonardo's drawing anticipated the helicopter.

### Connect to Today

- 1. Clarifying** How do the works of Renaissance artists and architects reflect Renaissance ideas? Explain.  
 See Skillbuilder Handbook, page R4.
- 2. Synthesizing** Look through books on architecture to find examples of American architects who were influenced by the architects and buildings of the Italian Renaissance. Share your findings with the class.





# The Northern Renaissance

## MAIN IDEA

**CULTURAL INTERACTION** In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.

## WHY IT MATTERS NOW

Renaissance ideas such as the importance of the individual are a strong part of modern thought.

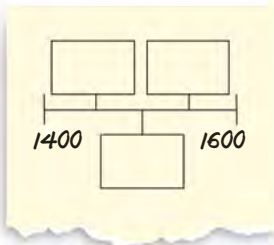
## TERMS & NAMES

- utopia
- William Shakespeare
- Johann Gutenberg

**SETTING THE STAGE** The work of such artists as Leonardo da Vinci, Michelangelo, and Raphael showed the Renaissance spirit. All three artists demonstrated an interest in classical culture, a curiosity about the world, and a belief in human potential. Humanist writers expanded ideas about individuality. These ideas impressed scholars, students, and merchants who visited Italy. By the late 1400s, Renaissance ideas had spread to Northern Europe—especially England, France, Germany, and Flanders (now part of France and the Netherlands).

## TAKING NOTES

**Following Chronological Order**  
On a time line, note important events of the Northern Renaissance.



## The Northern Renaissance Begins

By 1450 the population of northern Europe, which had declined due to bubonic plague, was beginning to grow again. When the destructive Hundred Years' War between France and England ended in 1453, many cities grew rapidly. Urban merchants became wealthy enough to sponsor artists. This happened first in Flanders, which was rich from long-distance trade and the cloth industry. Then, as wealth increased in other parts of Northern Europe, patronage of artists increased as well.

As Section 1 explained, Italy was divided into city-states. In contrast, England and France were unified under strong monarchs. These rulers often sponsored the arts by purchasing paintings and by supporting artists and writers. For example, Francis I of France invited Leonardo da Vinci to retire in France, and hired Italian artists and architects to rebuild and decorate his castle at Fontainebleau (FAHN•tih•n•BLOH). The castle became a showcase for Renaissance art.

As Renaissance ideas spread out of Italy, they mingled with northern traditions. As a result, the northern Renaissance developed its own character. For example, the artists were especially interested in realism. The Renaissance ideal of human dignity inspired some northern humanists to develop plans for social reform based on Judeo-Christian values.

## Artistic Ideas Spread

In 1494, a French king claimed the throne of Naples in southern Italy and launched an invasion through northern Italy. As the war dragged on, many Italian artists and writers left for a safer life in Northern Europe. They brought with them the styles and techniques of the Italian Renaissance. In addition, Northern European artists who studied in Italy carried Renaissance ideas back to their homelands.



**German Painters** Perhaps the most famous person to do this was the German artist Albrecht Dürer (DYUR•uhr). He traveled to Italy to study in 1494. After returning to Germany, Dürer produced woodcuts and engravings. Many of his prints portray religious subjects. Others portray classical myths or realistic landscapes. The popularity of Dürer's work helped to spread Renaissance styles.

Dürer's emphasis upon realism influenced the work of another German artist, Hans Holbein (HOHL•byn) the Younger. Holbein specialized in painting portraits that are almost photographic in detail. He emigrated to England where he painted portraits of King Henry VIII and other members of the English royal family.

**Flemish Painters** The support of wealthy merchant families in Flanders helped to make Flanders the artistic center of northern Europe. The first great Flemish Renaissance painter was Jan van Eyck (yahn van YK). Van Eyck used recently developed oil-based paints to develop techniques that painters still use. By applying layer upon layer of paint, van Eyck was able to create a variety of subtle colors in clothing and jewels. Oil painting became popular and spread to Italy.

In addition to new techniques, van Eyck's paintings display unusually realistic details and reveal the personality of their subjects. His work influenced later artists in Northern Europe.

Flemish painting reached its peak after 1550 with the work of Pieter Bruegel (BROY•guh) the Elder. Bruegel was also interested in realistic details and individual people. He was very skillful in portraying large numbers of people. He captured scenes from everyday peasant life such as weddings, dances, and harvests. Bruegel's rich colors, vivid details, and balanced use of space give a sense of life and feeling. **A**

#### MAIN IDEA

##### Summarizing

**A** What techniques does Bruegel use to give life to his paintings?

## > Analyzing Art

### Peasant Life

The Flemish painter Pieter Bruegel's paintings provide information about peasant life in the 1500s. *Peasant Wedding* (1568) portrays a wedding feast.

- **The Bride** The bride sits under the paper crown hanging on the green cloth.
- **The Servers** Men who may be her brothers are passing out plates.
- **The Guests** Several children have come to the party.
- **The Musicians** They are carrying bagpipes. One glances hungrily at the food.

#### SKILLBUILDER:

##### Interpreting Visual Sources Forming Generalizations

*In what ways does this painting present a snapshot of peasant life?*





## Northern Writers Try to Reform Society

Italian humanists were very interested in reviving classical languages and classical texts. When the Italian humanist ideas reached the north, people used them to examine the traditional teachings of the Church. The northern humanists were critical of the failure of the Christian Church to inspire people to live a Christian life. This criticism produced a new movement known as Christian humanism. The focus of Christian humanism was the reform of society. Of particular importance to humanists was education. The humanists promoted the education of women and founded schools attended by both boys and girls.

**Christian Humanists** The best known of the Christian humanists were Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) of Holland and Thomas More of England. The two were close friends.

In 1509, Erasmus wrote his most famous work, *The Praise of Folly*. This book poked fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests. Erasmus believed in a Christianity of the heart, not one of ceremonies or rules. He thought that in order to improve society, all people should study the Bible.

Thomas More tried to show a better model of society. In 1516, he wrote the book *Utopia*. In Greek, **utopia** means “no place.” In English it has come to mean an ideal place as depicted in More’s book. The book is about an imaginary land where greed, corruption, and war have been weeded out. In Utopia, because there was little greed, Utopians had little use for money:

### PRIMARY SOURCE

Gold and silver, of which money is made, are so treated . . . that no one values them more highly than their true nature deserves. Who does not see that they are far inferior to iron in usefulness since without iron mortals cannot live any more than without fire and water?

THOMAS MORE, *Utopia*



▼ Christian humanist  
Thomas More

More wrote in Latin. As his work became popular, More’s works were translated into a variety of languages including French, German, English, Spanish, and Italian.

**Women’s Reforms** During this period the vast majority of Europeans were unable to read or write. Those families who could afford formal schooling usually sent only their sons. One woman spoke out against this practice. Christine de Pizan was highly educated for the time and was one of the first women to earn a living as a writer. Writing in French, she produced many books, including short stories, biographies, novels, and manuals on military techniques. She frequently wrote about the objections men had to educating women. In one book, *The Book of The City of Ladies*, she wrote:

### PRIMARY SOURCE B

I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores [morals] would be ruined as a result. . . . Here you can clearly see that not all opinions of men are based on reason and that these men are wrong.

CHRISTINE DE PIZAN, *The Book of The City of Ladies*

Christine de Pizan was one of the first European writers to question different treatment of boys and girls. However, her goal of formal education for children of both sexes would not be achieved for several centuries.

▼ Christine de Pizan is best known for her works defending women.



### MAIN IDEA

#### Analyzing Primary Sources

**B** What does de Pizan argue for in this passage?



## The Elizabethan Age

The Renaissance spread to England in the mid-1500s. The period was known as the Elizabethan Age, after Queen Elizabeth I. Elizabeth reigned from 1558 to 1603. She was well educated and spoke French, Italian, Latin, and Greek. She also wrote poetry and music. As queen she did much to support the development of English art and literature.

**William Shakespeare** The most famous writer of the Elizabethan Age was **William Shakespeare**. Many people regard him as the greatest playwright of all time. Shakespeare was born in 1564 in Stratford-upon-Avon, a small town about 90 miles northwest of London. By 1592 he was living in London and writing poems and plays, and soon he would be performing at the Globe Theater.

Like many Renaissance writers, Shakespeare revered the classics and drew on them for inspiration and plots. His works display a masterful command of the English language and a deep understanding of human beings. He revealed the souls of men and women through scenes of dramatic conflict. Many of these plays examine human flaws. However, Shakespeare also had one of his characters deliver a speech that expresses the Renaissance's high view of human nature:

### PRIMARY SOURCE

What a piece of work is a man, how noble in reason, how infinite in faculties, in form and moving, how express and admirable; in action how like an angel, in apprehension [understanding] how like a god: the beauty of the world, the paragon of animals.

WILLIAM SHAKESPEARE, *Hamlet* (Act 2, Scene 2)

Shakespeare's most famous plays include the tragedies *Macbeth*, *Hamlet*, *Othello*, *Romeo and Juliet*, and *King Lear*; and the comedies *A Midsummer Night's Dream* and *The Taming of the Shrew*. 🍷

### MAIN IDEA

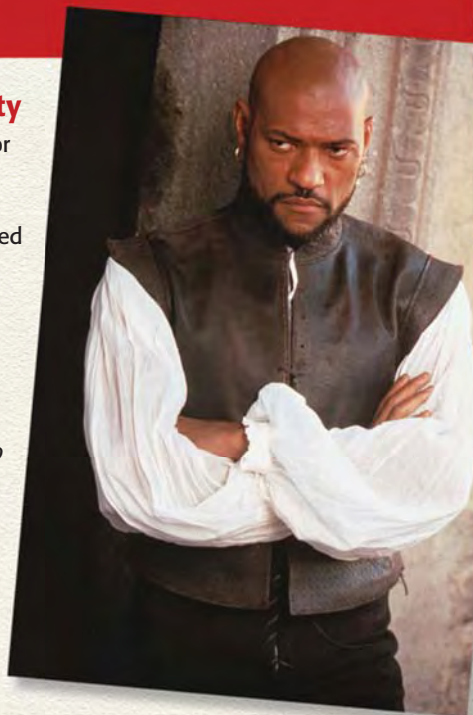
#### Summarizing

🍷 What are two ways in which Shakespeare's work showed Renaissance influences?

## Connect to Today

### Shakespeare's Popularity

Even though he has been dead for about 400 years, Shakespeare is one of the favorite writers of filmmakers. His works are produced both in period costumes and in modern attire. The themes or dialogue have been adapted for many films, including some in foreign languages. The posters at the right illustrate *Othello* (done in period costume); *Romeo and Juliet* in a modern setting; a Japanese film, *Ran*, an adaptation of *King Lear*; and *10 Things I Hate About You*, an adaptation of *The Taming of the Shrew*.





## Printing Spreads Renaissance Ideas

The Chinese invented block printing, in which a printer carved words or letters on a wooden block, inked the block, and then used it to print on paper. Around 1045, Bi Sheng invented movable type, or a separate piece of type for each character in the language. The Chinese writing system contains thousands of different characters, so most Chinese printers found movable type impractical. However, the method would prove practical for Europeans because their languages have a very small number of letters in their alphabets.

**Gutenberg Improves the Printing Process** During the 13th century, block-printed items reached Europe from China. European printers began to use block printing to create whole pages to bind into books. However, this process was too slow to satisfy the Renaissance demand for knowledge, information, and books.

Around 1440 **Johann Gutenberg**, a craftsman from Mainz, Germany, developed a printing press that incorporated a number of technologies in a new way. The process made it possible to produce books quickly and cheaply. Using this improved process, Gutenberg printed a complete Bible, the Gutenberg Bible, in about 1455. It was the first full-sized book printed with movable type. **D**

The printing press enabled a printer to produce hundreds of copies of a single work. For the first time, books were cheap enough that many people could buy them. At first printers produced mainly religious works. Soon they began to provide books on other subjects such as travel guides and medical manuals.

### MAIN IDEA

#### Recognizing Effects

**D** What were the major effects of the invention of the printing press?

## Global Impact

### The Printing Press

Many inventions are creative combinations of known technologies. In 1452, Johann Gutenberg combined known technologies from Europe and Asia with his idea for molding movable type to create a printing press that changed the world.

#### Screw-type Press

An adaptation of Asian olive-oil presses made a workable printing press.

#### Movable Type

Letters that could be put together in any fashion and reused was a Chinese idea.

**Paper** Using paper mass-produced by Chinese techniques, rather than vellum (calf or lambskin), made printing books possible.

**Ink** Oil-based inks from 10th-century Europe worked better on type than tempera ink.

A copyist took five months to produce a single book.



One man and a printing press could produce 500 books in the same amount of time.



### SKILLBUILDER: Interpreting Graphics

- 1. Drawing Conclusions** About how many books could a printing press produce in a month?
- 2. Making Inferences** Which areas of the world contributed technologies to Gutenberg's printing press?



## The Legacy of the Renaissance

The European Renaissance was a period of great artistic and social change. It marked a break with the medieval-period ideals focused around the Church. The Renaissance belief in the dignity of the individual played a key role in the gradual rise of democratic ideas. Furthermore, the impact of the movable-type printing press was tremendous. Some historians have suggested that its effects were even more dramatic than the arrival of personal computers in the 20th century. Below is a summary of the changes that resulted from the Renaissance.

### Changes in the Arts

- Art drew on techniques and styles of classical Greece and Rome.
- Paintings and sculptures portrayed individuals and nature in more realistic and lifelike ways.
- Artists created works that were secular as well as those that were religious.
- Writers began to use vernacular languages to express their ideas.
- The arts praised individual achievement.

### Changes in Society

- Printing changed society by making more information available and inexpensive enough for society at large.
- A greater availability of books prompted an increased desire for learning and a rise in literacy throughout Europe.
- Published accounts of new discoveries, maps, and charts led to further discoveries in a variety of fields.
- Published legal proceedings made the laws clear so that people were more likely to understand their rights.
- Christian humanists' attempts to reform society changed views about how life should be lived.
- People began to question political structures and religious practices.

Renaissance ideas continued to influence European thought—including religious thought—as you will see in Section 3.

## SECTION

## 2

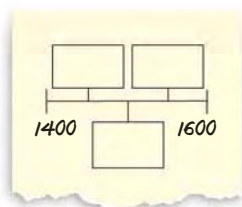
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- utopia
- William Shakespeare
- Johann Gutenberg

### USING YOUR NOTES

2. Which of the events listed do you think was most important? Explain.



### MAIN IDEAS

3. How did Albrecht Dürer's work reflect the influence of the Italian Renaissance?
4. What was one way the Renaissance changed society?
5. Why was the invention of the printing press so important?

### CRITICAL THINKING & WRITING

6. **COMPARING** How were the works of German painters different from those of the Flemish painters? Give examples.
7. **ANALYZING MOTIVES** What reasons did humanists give for wanting to reform society? Explain.
8. **RECOGNIZING EFFECTS** How did the availability of cheap books spread learning?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Reread the primary source quotation from Christine de Pizan on page 482. Write a one paragraph **opinion piece** about the ideas expressed there.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the number of books published in print and those published electronically last year. Create a **pie graph** showing the results of your research.

**INTERNET KEYWORD**  
*book publishing statistics*



## City Life in Renaissance Europe

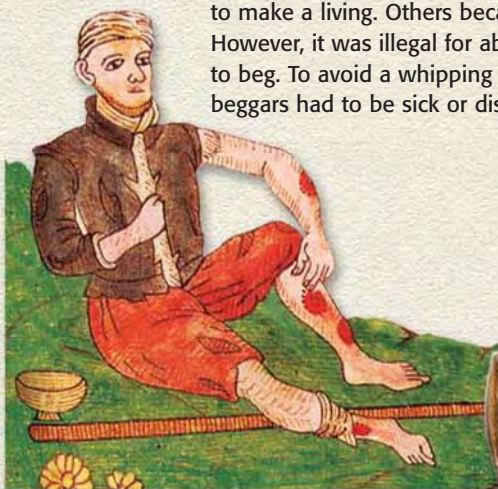
Throughout the 1500s, the vast majority of Europeans—more than 75 percent—lived in rural areas. However, the capital and port cities of most European countries experienced remarkable growth during this time. The population of London, for example, stood at about 200,000 in 1600, making it perhaps the largest city in Europe. In London, and in other large European cities, a distinctively urban way of life developed in the Renaissance era.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on life in Renaissance Europe, go to [classzone.com](http://classzone.com)

### ▼ Joblessness

Many newcomers to London struggled to find jobs and shelter. Some turned to crime to make a living. Others became beggars. However, it was illegal for able-bodied people to beg. To avoid a whipping or prison time, beggars had to be sick or disabled.



### ▲ Entertainment

Performances at playhouses like the Globe often were wild affairs. If audiences did not like the play, they booed loudly, pelted the stage with garbage, and sometimes attacked the actors.

### ▼ Sanitation

This small pomander (POH•man•durh), a metal container filled with spices, was crafted in the shape of orange segments. Well-to-do Londoners held pomanders to their noses to shield themselves from the stench of the rotting garbage that littered the streets.





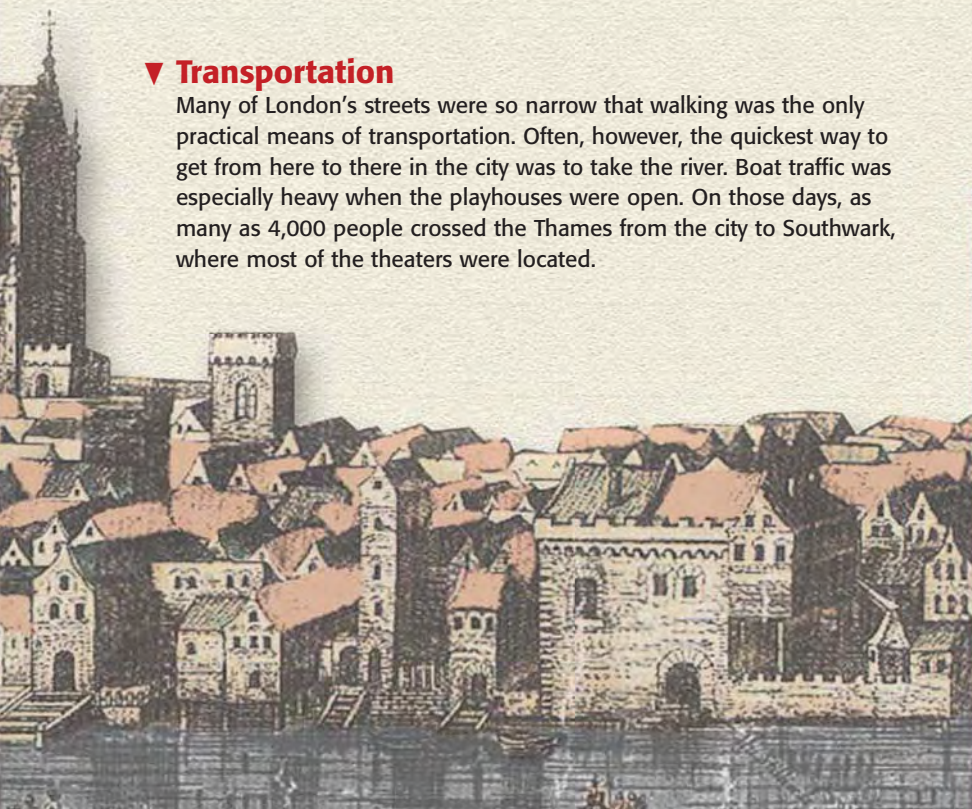
## ▼ Food

A typical meal for wealthy Londoners might include fish, several kinds of meat, bread, and a variety of vegetables, served on silver or pewter tableware. The diet of the poor was simpler. They rarely ate fish, meat, or cheese. Usually, their meals consisted of a pottage—a kind of soup—of vegetables. And the poor ate their meals from a trencher, a hollowed-out slab of stale bread or wood.



## ▼ Transportation

Many of London's streets were so narrow that walking was the only practical means of transportation. Often, however, the quickest way to get from here to there in the city was to take the river. Boat traffic was especially heavy when the playhouses were open. On those days, as many as 4,000 people crossed the Thames from the city to Southwark, where most of the theaters were located.



## COST OF LIVING IN RENAISSANCE LONDON

These tables show what typical Londoners earned and spent in the late 1500s. The basic denominations in English currency at the time were the pound (£), the shilling, and the penny (12 pence equaled 1 shilling, and 20 shillings equaled 1 pound). The pound of the late 1500s is roughly equivalent to \$400 in today's U.S. currency.

### Typical Earnings

Merchant	£100 per year
Skilled Worker	£13 per year (about 5 shillings/week)
Unskilled Worker	£5 per year (about 4 pence/day)
Servant	£1 to £2 per year (plus food and lodging)

### Typical Prices

Lodging	4 to 8 pence a week
Beef	3 pence per lb
Chickens	1 penny each
Eggs	2 pence per dozen
Apples	1 penny per dozen
Onions	1/2 penny a sack
Various Spices	10 to 11 shillings per lb

## Connect to Today

**1. Making Inferences** Study the images and captions as well as the information in the Data File. What inferences about the standard of living of London's wealthy citizens can you make from this information? How did it compare to the standard of living of London's common people?

See Skillbuilder Handbook, page R9.

**2. Comparing** How does diet in the United States today compare to the diet of Renaissance Europeans? Cite specific examples in your answer.





# Luther Leads the Reformation

## MAIN IDEA

**REVOLUTION** Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.

## WHY IT MATTERS NOW

Nearly one-fifth of the Christians in today's world are Protestants.

## TERMS & NAMES

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

**SETTING THE STAGE** By the tenth century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church had not won universal approval. Over the centuries, many people criticized its practices. They felt that Church leaders were too interested in worldly pursuits, such as gaining wealth and political power. Even though the Church made some reforms during the Middle Ages, people continued to criticize it. Prompted by the actions of one man, that criticism would lead to rebellion.

## TAKING NOTES

### Recognizing Effects

Use a chart to identify the effects of Martin Luther's protests.

cause: Luther protests abuses	effect 1
	effect 2
	effect 3

## Causes of the Reformation

By 1500, additional forces weakened the Church. The Renaissance emphasis on the secular and the individual challenged Church authority. The printing press spread these secular ideas. In addition, some rulers began to challenge the Church's political power. In Germany, which was divided into many competing states, it was difficult for the pope or the emperor to impose central authority. Finally, northern merchants resented paying church taxes to Rome. Spurred by these social, political, and economic forces, a new movement for religious reform began in Germany. It then swept much of Europe.

**Criticisms of the Catholic Church** Critics of the Church claimed that its leaders were corrupt. The popes who ruled during the Renaissance patronized the arts, spent extravagantly on personal pleasure, and fought wars. Pope Alexander VI,

Causes of the Reformation			
Social	Political	Economic	Religious
<ul style="list-style-type: none"> <li>The Renaissance values of humanism and secularism led people to question the Church.</li> <li>The printing press helped to spread ideas critical of the Church.</li> </ul>	<ul style="list-style-type: none"> <li>Powerful monarchs challenged the Church as the supreme power in Europe.</li> <li>Many leaders viewed the pope as a foreign ruler and challenged his authority.</li> </ul>	<ul style="list-style-type: none"> <li>European princes and kings were jealous of the Church's wealth.</li> <li>Merchants and others resented having to pay taxes to the Church.</li> </ul>	<ul style="list-style-type: none"> <li>Some Church leaders had become worldly and corrupt.</li> <li>Many people found Church practices such as the sale of indulgences unacceptable.</li> </ul>



for example, admitted that he had fathered several children. Many popes were too busy pursuing worldly affairs to have much time for spiritual duties.

The lower clergy had problems as well. Many priests and monks were so poorly educated that they could scarcely read, let alone teach people. Others broke their priestly vows by marrying, and some drank to excess or gambled.

**Early Calls for Reform** Influenced by reformers, people had come to expect higher standards of conduct from priests and church leaders. In the late 1300s and early 1400s, John Wycliffe of England and Jan Hus of Bohemia had advocated Church reform. They denied that the pope had the right to worldly power. They also taught that the Bible had more authority than Church leaders did. In the 1500s, Christian humanists like Desiderius Erasmus and Thomas More added their voices to the chorus of criticism. In addition, many Europeans were reading religious works and forming their own opinions about the Church. The atmosphere in Europe was ripe for reform by the early 1500s.

## Luther Challenges the Church

Martin Luther's parents wanted him to be a lawyer. Instead, he became a monk and a teacher. From 1512 until his death, he taught scripture at the University of Wittenberg in the German state of Saxony. All he wanted was to be a good Christian, not to lead a religious revolution.

**The 95 Theses** In 1517, Luther decided to take a public stand against the actions of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling indulgences. An **indulgence** was a pardon. It released a sinner from performing the penalty that a priest imposed for sins. Indulgences were not supposed to affect God's right to judge. Unfortunately, Tetzel gave people the impression that by buying indulgences, they could buy their way into heaven.

Luther was troubled by Tetzel's tactics. In response, he wrote 95 Theses, or formal statements, attacking the "pardon-merchants." On October 31, 1517, he posted these statements on the door of the castle church in Wittenberg and invited other scholars to debate him. Someone copied Luther's words and took them to a printer. Quickly, Luther's name became known all over Germany. His actions began the **Reformation**, a movement for religious reform. It led to the founding of Christian churches that did not accept the pope's authority.

**Luther's Teachings** Soon Luther went beyond criticizing indulgences. He wanted full reform of the Church. His teachings rested on three main ideas:


- People could win salvation only by faith in God's gift of forgiveness. The Church taught that faith and "good works" were needed for salvation.
- All Church teachings should be clearly based on the words of the Bible. Both the pope and Church traditions were false authorities.
- All people with faith were equal. Therefore, people did not need priests to interpret the Bible for them. **A**

### MAIN IDEA

#### Summarizing

**A** What were the main points of Luther's teachings?

## History Makers



**Martin Luther**  
**1483–1546**

In one way, fear led Luther to become a monk. At the age of 21, Luther was caught in a terrible thunderstorm. Convinced he would die, he cried out, "Saint Anne, help me! I will become a monk."

Even after entering the monastery, Luther felt fearful, lost, sinful, and rejected by God. He confessed his sins regularly, fasted, and did penance. However, by studying the Bible, Luther came to the conclusion that faith alone was the key to salvation. Only then did he experience peace.

**INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on Martin Luther, go to **classzone.com**



## The Response to Luther

Luther was astonished at how rapidly his ideas spread and attracted followers. Many people had been unhappy with the Church for political and economic reasons. They saw Luther's protests as a way to challenge Church control.

**The Pope's Threat** Initially, Church officials in Rome viewed Luther simply as a rebellious monk who needed to be punished by his superiors. However, as Luther's ideas became more popular, the pope realized that this monk was a serious threat. In one angry reply to Church criticism, Luther actually suggested that Christians drive the pope from the Church by force.

In 1520, Pope Leo X issued a decree threatening Luther with excommunication unless he took back his statements. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the pope's decree into the flames. Leo excommunicated Luther.

**The Emperor's Opposition** Holy Roman Emperor Charles V, a devout Catholic, also opposed Luther's teaching. Charles controlled a vast empire, including the German states. He summoned Luther to the town of Worms (vawrmz) in 1521 to stand trial. Told to recant, or take back his statements, Luther refused:

### PRIMARY SOURCE

I am bound by the Scriptures I have quoted and my conscience is captive to the Word of God. I cannot and I will not retract anything, since it is neither safe nor right to go against conscience. I cannot do otherwise, here I stand, may God help me. Amen.

MARTIN LUTHER, quoted in *The Protestant Reformation* by Lewis W. Spitz

A month after Luther made that speech, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and a heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. However, Prince Frederick the Wise of Saxony disobeyed the emperor. For almost a year after the trial, he sheltered Luther in one of his castles. While there, Luther translated the New Testament into German.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Instead of continuing to seek reforms in the Catholic Church, Luther and his followers had become a separate religious group, called **Lutherans**.

**The Peasants' Revolt** Some people began to apply Luther's revolutionary ideas to society. In 1524, German peasants, excited by reformers' talk of Christian freedom, demanded an end to serfdom. Bands of angry peasants went about the countryside raiding monasteries, pillaging, and burning. The revolt horrified Luther. He wrote a pamphlet urging the German princes to show the peasants no mercy. The princes' armies crushed the revolt, killing as many as 100,000 people. Feeling betrayed, many peasants rejected Luther's religious leadership. **B**

**Germany at War** In contrast to the bitter peasants, many northern German princes supported Lutheranism. While some princes genuinely shared Luther's beliefs, others liked Luther's ideas for selfish reasons. They saw his teachings as a good excuse to seize Church property and to assert their independence from Charles V.

In 1529, German princes who remained loyal to the pope agreed to join forces against Luther's ideas. Those princes who supported Luther signed a protest against that agreement. These protesting princes came to be known as Protestants. Eventually, the term **Protestant** was applied to Christians who belonged to non-Catholic churches.

### Vocabulary

*Excommunication* is the taking away of a person's right to membership in the Church.

### Vocabulary

A *heretic* is a person who holds beliefs that differ from official Church teachings.

### MAIN IDEA

#### Analyzing Causes

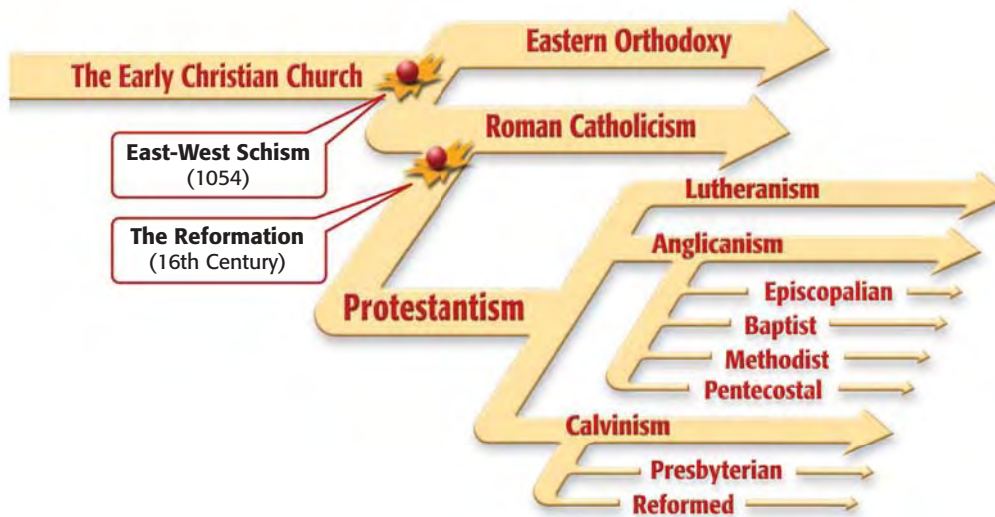
**B** Why did Luther's ideas encourage the German peasants to revolt?



## Protestantism

Protestantism is a branch of Christianity. It developed out of the Reformation, the 16th-century protest in Europe against beliefs and practices of the Catholic Church. Three distinct branches of Protestantism emerged at first. They were Lutheranism, based on the teachings of Martin Luther in Germany; Calvinism, based on the teachings of John Calvin in Switzerland; and Anglicanism, which was established by King Henry VIII in England. Protestantism spread throughout Europe in the 16th century, and later, the world. As differences in beliefs developed, new denominations formed.

### The Division of Christianity



### Religious Beliefs and Practices in the 16th Century

	Roman Catholicism	Lutheranism	Calvinism	Anglicanism
<b>Leadership</b>	Pope is head of the Church	Ministers lead congregations	Council of elders govern each church	English monarch is head of the Church
<b>Salvation</b>	Salvation by faith and good works	Salvation by faith alone	God has predetermined who will be saved	Salvation by faith alone
<b>Bible</b>	Church and Bible tradition are sources of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth
<b>Worship Service</b>	Worship service based on ritual	Worship service focused on preaching and ritual	Worship service focused on preaching	Worship service based on ritual and preaching
<b>Interpretation of Beliefs</b>	Priests interpret Bible and Church teachings for believers	Believers interpret the Bible for themselves	Believers interpret the Bible for themselves	Believers interpret the Bible using tradition and reason

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Protestantism, go to [classzone.com](http://classzone.com)

## > DATA FILE

### PROTESTANTISM TODAY

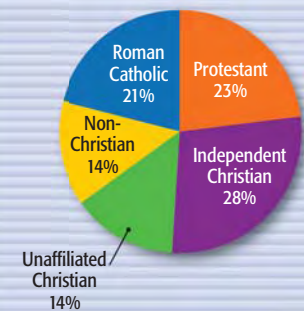
#### Membership:

- Nearly 400 million Protestants worldwide
- About 65 million Protestants in the United States

#### Branches:

- More than 465 major Protestant denominations worldwide
- Major denominational families worldwide: Anglican, Assemblies of God, Baptist, Methodist, Lutheran, and Presbyterian
- More than 250 denominations in the United States
- About 40 denominations with more than 400,000 members each in the United States

#### Religious Adherents in the United States:



Sources: *Britannica Book of the Year 2003*

## Connect to Today

**1. Comparing** Which of the branches on the chart at left are most different and which are most similar?

See Skillbuilder Handbook, page R7.

**2. Developing Historical Perspective**

Do research on Protestantism. Select a denomination not shown on this page and write a paragraph tracing its roots to Reformation Protestantism.



Still determined that his subjects should remain Catholic, Charles V went to war against the Protestant princes. Even though he defeated them in 1547, he failed to force them back into the Catholic Church. In 1555, Charles, weary of fighting, ordered all German princes, both Protestant and Catholic, to assemble in the city of Augsburg. There the princes agreed that each ruler would decide the religion of his state. This famous religious settlement was known as the [Peace of Augsburg](#).

## England Becomes Protestant

The Catholic Church soon faced another great challenge to its authority, this time in England. Unlike Luther, the man who broke England's ties to the Roman Catholic Church did so for political and personal, not religious, reasons.

**Henry VIII Wants a Son** When Henry VIII became king of England in 1509, he was a devout Catholic. Indeed, in 1521, Henry wrote a stinging attack on Luther's ideas. In recognition of Henry's support, the pope gave him the title "Defender of the Faith." Political needs, however, soon tested his religious loyalty. He needed a male heir. Henry's father had become king after a long civil war. Henry feared that a similar war would start if he died without a son as his heir. He and his wife, Catherine of Aragon, had one living child—a daughter, Mary—but no woman had ever successfully claimed the English throne.

By 1527, Henry was convinced that the 42-year-old Catherine would have no more children. He wanted to divorce her and take a younger queen. Church law did not allow divorce. However, the pope could [annul](#), or set aside, Henry's marriage if proof could be found that it had never been legal in the first place. In 1527, Henry asked the pope to annul his marriage, but the pope turned him down. The pope did not want to offend Catherine's powerful nephew, the Holy Roman Emperor Charles V.

**The Reformation Parliament** Henry took steps to solve his marriage problem himself. In 1529, he called Parliament into session and asked it to pass a set of laws

### Henry VIII Causes Religious Turmoil

Henry's many marriages led to conflict with the Catholic Church and the founding of the Church of England.



1509

Henry VIII becomes king; marries Catherine of Aragon.

1516

Daughter Mary is born.

1520

1529

Henry summons the Reformation Parliament; dismantling of pope's power in England begins.

1527

Henry asks the pope to end his first marriage; the pope refuses.

1534

Act of Supremacy names Henry and his successors supreme head of the English Church.

1530

1531

Parliament recognizes Henry as head of the Church.

1533

Parliament places clergy under Henry's control; Henry divorces Catherine, marries Anne Boleyn (at left); daughter Elizabeth born.





that ended the pope's power in England. This Parliament is known as the Reformation Parliament.

In 1533, Henry secretly married Anne Boleyn (BUL•ihn), who was in her twenties. Shortly after, Parliament legalized Henry's divorce from Catherine. In 1534, Henry's break with the pope was completed when Parliament voted to approve the Act of Supremacy. This called on people to take an oath recognizing the divorce and accepting Henry, not the pope, as the official head of England's Church.

The Act of Supremacy met some opposition. Thomas More, even though he had strongly criticized the Church, remained a devout Catholic. His faith, he said, would not allow him to accept the terms of the act and he refused to take the oath. In response, Henry had him arrested and imprisoned in the Tower of London. In 1535, More was found guilty of high treason and executed.

**Consequences of Henry's Changes** Henry did not immediately get the male heir he sought. After Anne Boleyn gave birth to a daughter, Elizabeth, she fell out of Henry's favor. Eventually, she was charged with treason. Like Thomas More, she was imprisoned in the Tower of London. She was found guilty and beheaded in 1536. Almost at once, Henry took a third wife, Jane Seymour. In 1537, she gave him a son named Edward. Henry's happiness was tempered by his wife's death just two weeks later. Henry married three more times. None of these marriages, however, produced children.

After Henry's death in 1547, each of his three children ruled England in turn. This created religious turmoil. Henry's son, Edward, became king when he was just nine years old. Too young to rule alone, Edward VI was guided by adult advisers. These men were devout Protestants, and they introduced Protestant reforms to the English Church. Almost constantly in ill health, Edward reigned for just six years. Mary, the daughter of Catherine of Aragon, took the throne in 1553. She was a Catholic who returned the English Church to the rule of the pope. Her efforts met with considerable resistance, and she had many Protestants executed. When Mary died in 1558, Elizabeth, Anne Boleyn's daughter, inherited the throne.

1536

Anne Boleyn is beheaded.

1537

Henry's third wife, Jane Seymour, has son, Edward. She dies from complications.



1547

Henry dies; Catherine Parr, his sixth wife, outlives him; Edward VI begins six-year rule; Protestants are strong.

1558

Elizabeth I (at right) begins rule; she restores the Protestant Church.



1540

1540-1542

Henry divorces Anne of Cleves, his fourth wife, and executes Catherine Howard (above), his fifth wife.



1550

1553

Mary I (at left) begins rule and restores the Catholic Church.

1560



## History Makers



**Elizabeth I**  
1533–1603

Elizabeth I, like her father, had a robust nature and loved physical activity. She had a particular passion for dancing. Her fondness for exercise diminished little with age, and she showed amazing energy and strength well into her sixties.

Elizabeth also resembled her father in character and temperament. She was stubborn, strong-willed, and arrogant, and she expected to be obeyed without question. And Elizabeth had a fierce and unpredictable temper. To her subjects, Elizabeth was an object of both fear and love. She was their “most dread sovereign lady.”

**Elizabeth Restores Protestantism** Elizabeth I was determined to return her kingdom to Protestantism. In 1559, Parliament followed Elizabeth’s wishes and set up the Church of England, or **Anglican** Church, with Elizabeth as its head. This was to be the only legal church in England.

Elizabeth decided to establish a state church that moderate Catholics and moderate Protestants might both accept. To please Protestants, priests in the Church of England were allowed to marry. They could deliver sermons in English, not Latin. To please Catholics, the Church of England kept some of the trappings of the Catholic service such as rich robes. In addition, church services were revised to be somewhat more acceptable to Catholics. **C**

**Elizabeth Faces Other Challenges** By taking this moderate approach, Elizabeth brought a level of religious peace to England. Religion, however, remained a problem. Some Protestants pushed for Elizabeth to make more far-reaching church reforms. At the same time, some Catholics tried to overthrow Elizabeth and replace her with her cousin, the Catholic Mary Queen of Scots. Elizabeth also faced threats from Philip II, the Catholic king of Spain.

Elizabeth faced other difficulties. Money was one problem. In the late 1500s, the English began to think about building an American empire as a new source of income. While colonies strengthened England economically, they did not enrich the queen directly. Elizabeth’s constant need for money would carry over into the next reign and lead to bitter conflict between the monarch and Parliament. You will read more about Elizabeth’s reign in Chapter 21. In the meantime, the Reformation gained ground in other European countries.

### MAIN IDEA

#### Recognizing Effects

**C** How did Henry VIII’s marriages and divorces cause religious turmoil in England?

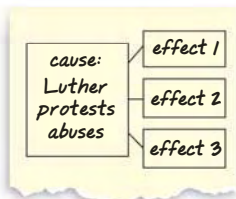
## SECTION 3 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

### USING YOUR NOTES

2. Which effect do you think had the most permanent impact? Explain.



### MAIN IDEAS

3. What political, economic, and social factors helped bring about the Reformation?
4. From where did the term *Protestantism* originate?
5. What impact did Henry VIII’s actions have on England in the second half of the 1500s?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Explain how Elizabeth I was able to bring a level of religious peace to England.
7. **COMPARING** Do you think Luther or Henry VIII had a better reason to break with the Church? Provide details to support your answer.
8. **ANALYZING MOTIVES** How did the Catholic Church respond to Luther’s teachings? Why do you think this was so?
9. **WRITING ACTIVITY** **REVOLUTION** Imagine Martin Luther and a leader of the Catholic Church are squaring off in a public debate. Write a brief **dialogue** between the two.

### CONNECT TO TODAY CREATING A GRAPHIC

Use library resources to find information on the countries in which Protestantism is a major religion. Use your findings to create a **graphic** that makes a comparison among those countries.





# The Reformation Continues

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** As Protestant reformers divided over beliefs, the Catholic Church made reforms.

## WHY IT MATTERS NOW

Many Protestant churches began during this period, and many Catholic schools are the result of reforms in the Church.

## TERMS & NAMES

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

**SETTING THE STAGE** Under the leadership of Queen Elizabeth I, the Anglican Church, though Protestant, remained similar to the Catholic Church in many of its doctrines and ceremonies. Meanwhile, other forms of Protestantism were developing elsewhere in Europe. Martin Luther had launched the Reformation in northern Germany, but reformers were at work in other countries. In Switzerland, another major branch of Protestantism emerged. Based mainly on the teachings of John Calvin, a French follower of Luther, it promoted unique ideas about the relationship between people and God.

## Calvin Continues the Reformation

Religious reform in Switzerland was begun by Huldrych Zwingli (HUL•drykh ZWIHNG•lee), a Catholic priest in Zurich. He was influenced both by the Christian humanism of Erasmus and by the reforms of Luther. In 1520, Zwingli openly attacked abuses in the Catholic Church. He called for a return to the more personal faith of early Christianity. He also wanted believers to have more control over the Church.

Zwingli's reforms were adopted in Zurich and other cities. In 1531, a bitter war between Swiss Protestants and Catholics broke out. During the fighting, Zwingli met his death. Meanwhile, John Calvin, then a young law student in France with a growing interest in Church doctrine, was beginning to clarify his religious beliefs.

**Calvin Formalizes Protestant Ideas** When Martin Luther posted his 95 Theses in 1517, John Calvin had been only eight years old. But Calvin grew up to have as much influence in the spread of Protestantism as Luther did. He would give order to the faith Luther had begun.

In 1536, Calvin published *Institutes of the Christian Religion*. This book expressed ideas about God, salvation, and human nature. It was a summary of Protestant theology, or religious beliefs. Calvin wrote that men and women are sinful by nature. Taking Luther's idea that humans cannot earn salvation, Calvin went on to say that God chooses a very few people to save. Calvin called these few the "elect." He believed that God has known since the beginning of time who will be saved. This doctrine is called **predestination**. The religion based on Calvin's teachings is called **Calvinism**.

## TAKING NOTES

**Comparing** Use a chart to compare the ideas of the reformers who came after Luther.

Reformers	Ideas
Zwingli	
Calvin	
Anabaptists	
Catholic Reformers	



## History Makers



**John Calvin**  
1509–1564

A quiet boy, Calvin grew up to study law and philosophy at the University of Paris. In the 1530s, he was influenced by French followers of Luther. When King Francis I ordered Protestants arrested, Calvin fled. Eventually, he moved to Geneva.

Because Calvin and his followers rigidly regulated morality in Geneva, Calvinism is often described as strict and grim. But Calvin taught that people should enjoy God's gifts. He wrote that it should not be "forbidden to laugh, or to enjoy food, or to add new possessions to old."

**Calvin Leads the Reformation in Switzerland** Calvin believed that the ideal government was a **theocracy**, a government controlled by religious leaders. In 1541, Protestants in Geneva, Switzerland, asked Calvin to lead their city.

When Calvin arrived there in the 1540s, Geneva was a self-governing city of about 20,000 people. He and his followers ran the city according to strict rules. Everyone attended religion class. No one wore bright clothing or played card games. Authorities would imprison, excommunicate, or banish those who broke such rules. Anyone who preached different doctrines might be burned at the stake. Yet, to many Protestants, Calvin's Geneva was a model city of highly moral citizens.

**Calvinism Spreads** One admiring visitor to Geneva was a Scottish preacher named John Knox. When he returned to Scotland in 1559, Knox put Calvin's ideas to work. Each community church was governed by a group of laymen called elders or presbyters (PREHZ•buh•tuhrs). Followers of Knox became known as **Presbyterians**. In the 1560s, Protestant nobles led by Knox made Calvinism Scotland's official religion. They also deposed their Catholic ruler, Mary Queen of Scots, in favor of her infant son, James.

Elsewhere, Swiss, Dutch, and French reformers adopted the Calvinist form of church organization. One reason Calvin is considered so influential is that many Protestant churches today trace their roots to Calvin. Over the years, however, many of them have softened Calvin's strict teachings.

In France, Calvin's followers were called Huguenots. Hatred between Catholics and Huguenots frequently led to violence. The most violent clash occurred in Paris on

August 24, 1572—the Catholic feast of St. Bartholomew's Day. At dawn, Catholic mobs began hunting for Protestants and murdering them. The massacres spread to other cities and lasted six months. Scholars believe that as many as 12,000 Huguenots were killed.

## Other Protestant Reformers

Protestants taught that the Bible is the source of all religious truth and that people should read it to discover those truths. As Christians interpreted the Bible for themselves, new Protestant groups formed over differences in belief. **A**

**The Anabaptists** One such group baptized only those persons who were old enough to decide to be Christian. They said that persons who had been baptized as children should be rebaptized as adults. These believers were called **Anabaptists**, from a Greek word meaning "baptize again." The Anabaptists also taught that church and state should be separate, and they refused to fight in wars. They shared their possessions.

Viewing Anabaptists as radicals who threatened society, both Catholics and Protestants persecuted them. But the Anabaptists survived and became the fore-runners of the Mennonites and the Amish. Their teaching influenced the later Quakers and Baptists, groups who split from the Anglican Church.

**Women's Role in the Reformation** Many women played prominent roles in the Reformation, especially during the early years. For example, the sister of King

### MAIN IDEA

#### Analyzing Causes

**A** How did Protestant teaching lead to the forming of new groups?





## Religions in Europe, 1560

INTERACTIVE

ATLANTIC OCEAN

North Sea

Baltic Sea

Mediterranean Sea

### Spread of Protestantism



Dominant Religion	
Roman Catholic	Eastern Orthodox
Lutheran	Islam
Anglican	Mixture of Calvinist, Lutheran, and Roman Catholic
Calvinist	
Minority Religion	
Roman Catholic	Islam
Lutheran	Anabaptist
Calvinist	

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which European countries became mostly Protestant and which remained mostly Roman Catholic?
- Location** Judging from the way the religions were distributed, where would you expect religious conflicts to take place? Explain.





▲ Although Catholic, Marguerite of Navarre supported the call for reform in the Church.

Francis I, Marguerite of Navarre, protected John Calvin from being executed for his beliefs while he lived in France. Other noblewomen also protected reformers. The wives of some reformers, too, had influence. Katherina Zell, married to Matthew Zell of Strasbourg, once scolded a minister for speaking harshly of another reformer. The minister responded by saying that she had “disturbed the peace.” She answered his criticism sharply:

#### PRIMARY SOURCE

Do you call this disturbing the peace that instead of spending my time in frivolous amusements I have visited the plague-infested and carried out the dead? I have visited those in prison and under sentence of death. Often for three days and three nights I have neither eaten nor slept. I have never mounted the pulpit, but I have done more than any minister in visiting those in misery.

KATHERINA ZELL, quoted in *Women of the Reformation*

Katherina von Bora played a more typical, behind-the-scenes role as Luther’s wife. Katherina was sent to a convent at about age ten, and had become a nun. Inspired by Luther’s teaching, she fled the convent. After marrying Luther, Katherina had six children. She also managed the family finances, fed all who visited their house, and supported her husband’s work. She respected Luther’s position but argued with him about woman’s equal role in marriage.

As Protestant religions became more firmly established, their organization became more formal. Male religious leaders narrowly limited women’s activities to the home and discouraged them from being leaders in the church. In fact, it was Luther who said, “God’s highest gift on earth is a pious, cheerful, God-fearing, home-keeping wife.” **B**

#### MAIN IDEA

#### Making Inferences

**B** Why was it easier for women to take part in the earlier stages of the Reformation than in the later stages?

## The Catholic Reformation

While Protestant churches won many followers, millions remained true to Catholicism. Helping Catholics to remain loyal was a movement within the Catholic Church to reform itself. This movement is now known as the **Catholic Reformation**. Historians once referred to it as the Counter Reformation. Important leaders in this movement were reformers, such as Ignatius (ihg•NAY•shuhs) of Loyola, who founded new religious orders, and two popes—Paul III and Paul IV—who took actions to reform and renew the Church from within.

**Ignatius of Loyola** Ignatius grew up in his father’s castle in Loyola, Spain. The great turning point in his life came in 1521 when he was injured in a war. While recovering, he thought about his past sins and about the life of Jesus. His daily devotions, he believed, cleansed his soul. In 1522, Ignatius began writing a book called *Spiritual Exercises* that laid out a day-by-day plan of meditation, prayer, and study. In it, he compared spiritual and physical exercise:

#### PRIMARY SOURCE

Just as walking, traveling, and running are bodily exercises, preparing the soul to remove ill-ordered affections, and after their removal seeking and finding the will of God with respect to the ordering of one’s own life and the salvation of one’s soul, are Spiritual Exercises.

IGNATIUS OF LOYOLA, *Spiritual Exercises*





▲ Church leaders consult on reforms at the Council of Trent in this 16th-century painting.

For the next 18 years, Ignatius gathered followers. In 1540, the pope created a religious order for his followers called the Society of Jesus. Members were called **Jesuits** (JEHZH•oo•ihts). The Jesuits focused on three activities. First, they founded schools throughout Europe. Jesuit teachers were well-trained in both classical studies and theology. The Jesuits' second mission was to convert non-Christians to Catholicism. So they sent out missionaries around the world. Their third goal was to stop the spread of Protestantism. The zeal of the Jesuits overcame the drift toward Protestantism in Poland and southern Germany.

**Reforming Popes** Two popes took the lead in reforming the Catholic Church. Paul III, pope from 1534 to 1549, took four important steps. First, he directed a council of cardinals to investigate indulgence selling and other abuses in the Church. Second, he approved the Jesuit order. Third, he used the Inquisition to seek out heresy in papal territory. Fourth, and most important, he called a council of Church leaders to meet in Trent, in northern Italy.

From 1545 to 1563, at the **Council of Trent**, Catholic bishops and cardinals agreed on several doctrines:

- The Church's interpretation of the Bible was final. Any Christian who substituted his or her own interpretation was a heretic.
- Christians needed faith and good works for salvation. They were not saved by faith alone, as Luther argued.
- The Bible and Church tradition were equally powerful authorities for guiding Christian life.
- Indulgences were valid expressions of faith. But the false selling of indulgences was banned.

The next pope, Paul IV, vigorously carried out the council's decrees. In 1559, he had officials draw up a list of books considered dangerous to the Catholic faith. This list was known as the Index of Forbidden Books. Catholic bishops throughout Europe were ordered to gather up the offensive books (including Protestant Bibles) and burn them in bonfires. In Venice alone, followers burned 10,000 books in one day.

#### Vocabulary

The *Inquisition* was a papal judicial process established to try and punish those thought to be heretics.

## Global Impact



### Jesuit Missionaries

The work of Jesuit missionaries has had a lasting impact around the globe. By the time Ignatius died in 1556, about a thousand Jesuits had brought his ministry to Europe, Africa, Asia, and the Americas. Two of the most famous Jesuit missionaries of the 1500s were Francis Xavier, who worked in India and Japan, and Matteo Ricci, who worked in China.

One reason the Jesuits had such an impact is that they founded schools throughout the world. For example, the Jesuits today run about 45 high schools and 28 colleges and universities in the United States. Four of these are Georgetown University (shown above), Boston College, Marquette University, and Loyola University of Chicago.

## The Legacy of the Reformation

The Reformation had an enduring impact. Through its religious, social, and political effects, the Reformation set the stage for the modern world. It also ended the Christian unity of Europe and left it culturally divided.

**Religious and Social Effects of the Reformation** Despite religious wars and persecutions, Protestant churches flourished and new denominations developed. The Roman Catholic Church itself became more unified as a result of the reforms started at the Council of Trent. Both Catholics and Protestants gave more emphasis to the role of education in promoting their beliefs. This led to the founding of parish schools and new colleges and universities throughout Europe.

Some women reformers had hoped to see the status of women in the church and society improve as a result of the Reformation. But it remained much the same both under Protestantism and Roman Catholicism. Women were still mainly limited to the concerns of home and family.

**Political Effects of the Reformation** As the Catholic Church's moral and political authority declined, individual monarchs and states gained power. This led to the development of modern nation-states. In the 1600s, rulers of nation-states would seek more power for themselves and their countries through warfare, exploration, and expansion.

The Reformation's questioning of beliefs and authority also laid the groundwork for the Enlightenment. As you will read in Chapter 22, this intellectual movement would sweep Europe in the late 18th century. It led some to reject all religions and others to call for the overthrow of existing governments.

### SECTION

### 4

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

### USING YOUR NOTES

2. Which Catholic reform do you think had the most impact?

Reformers	Ideas
Zwingli	
Calvin	
Anabaptists	
Catholic Reformers	

### MAIN IDEAS

3. What was Calvin's idea of the "elect" and their place in society?
4. What role did noblewomen play in the Reformation?
5. What were the goals of the Jesuits?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the Reformation set the stage for the modern world? Give examples.
7. **MAKING INFERENCES** Why do you think the Church wanted to forbid people to read certain books?
8. **COMPARING** How did steps taken by Paul III and Paul IV to reform the Catholic Church differ from Protestant reforms? Support your answer with details from the text.
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a two-paragraph **essay** on whether church leaders should be political rulers.

### CONNECT TO TODAY PRESENTING AN ORAL REPORT

Research the religious origins of a university in the United States. Then present your findings to the class in an **oral report**.



# Different Perspectives: Using Primary and Secondary Sources

## INTERACTIVE

## The Reformation

Martin Luther's criticisms of the Catholic Church grew sharper over time. Some Catholics, in turn, responded with personal attacks on Luther. In recent times, historians have focused less on the theological and personal issues connected with the Reformation. Instead, many modern scholars analyze the political, social, and economic conditions that contributed to the Reformation.

### A PRIMARY SOURCE

#### Martin Luther

In 1520, Martin Luther attacked the whole system of Church government and sent the pope the following criticism of the Church leaders who served under him in Rome.

The Roman Church has become the most licentious [sinful] den of thieves. . . . They err who ascribe to thee the right of interpreting Scripture, for under cover of thy name they seek to set up their own wickedness in the Church, and, alas, through them Satan has already made much headway under thy predecessors. In short, believe none who exalt thee, believe those who humble thee.

### B SECONDARY SOURCE

#### Steven Ozment

In 1992, historian Steven Ozment published *Protestants: The Birth of a Revolution*. Here, he comments on some of the political aspects of the Reformation.

Beginning as a protest against arbitrary, self-aggrandizing, hierarchical authority in the person of the pope, the Reformation came to be closely identified in the minds of contemporaries with what we today might call states' rights or local control. To many townspeople and villagers, Luther seemed a godsend for their struggle to remain politically free and independent; they embraced his Reformation as a conserving political force, even though they knew it threatened to undo traditional religious beliefs and practices.

### C SECONDARY SOURCE

#### G. R. Elton

In *Reformation Europe*, published in 1963, historian G. R. Elton notes the role of geography and trade in the spread of Reformation ideas.

Could the Reformation have spread so far and so fast if it had started anywhere but in Germany? The fact that it had its beginnings in the middle of Europe made possible a very rapid radiation in all directions. . . . Germany's position at the center of European trade also helped greatly. German merchants carried not only goods but Lutheran ideas and books to Venice and France; the north German Hanse [a trade league] transported the Reformation to the Scandinavian countries.

### D PRIMARY SOURCE

#### Hans Brosamer

**"Seven-Headed Martin Luther" (1529)** The invention of the printing press enabled both Protestants and Catholics to engage in a war of words and images. This anti-Luther illustration by German painter Hans Brosamer depicted Martin Luther as a seven-headed monster—doctor, monk, infidel, preacher, fanatic swarmed by bees, self-appointed pope, and thief Barabbas from the Bible.



### Document-Based QUESTIONS

1. In what way does Luther's letter (Source A) support the point of view of the historian in Source B?
2. Based on Source C, why was Germany's location important to the spread of Reformation ideas?
3. Why might Hans Brosamer's woodcut (Source D) be an effective propaganda weapon against Martin Luther?



# Chapter 17 Assessment

## VISUAL SUMMARY

### European Renaissance and Reformation

The Renaissance and the Reformation bring dramatic changes to social and cultural life in Europe.

#### 1. Italy: Birthplace of the Renaissance



- A period of intellectual and artistic creativity begins in Italy around the 1300s.
- Artists and writers revive techniques, styles, and subjects from classical Greece and Rome and celebrate human achievements.

#### 2. The Northern Renaissance

- Renaissance ideas spread to Northern Europe, where German and Flemish artists create distinctive works of art.
- Thousands of books and pamphlets created on printing presses spread political, social, and artistic ideas.



#### 3. Luther Leads the Reformation



- Martin Luther starts a movement for religious reform and challenges the authority of the Catholic Church.
- King Henry VIII breaks ties with the Catholic Church and starts the Church of England.

#### 4. The Reformation Continues

- Protestant groups divide into several denominations, including the Calvinists and the Anabaptists.
- The Catholic Church introduces its own reforms.



## TERMS & NAMES

For each term or name below, briefly explain its connection to European history from 1300 to 1600.

- |                |                         |
|----------------|-------------------------|
| 1. Renaissance | 5. Protestant           |
| 2. vernacular  | 6. Peace of Augsburg    |
| 3. utopia      | 7. Catholic Reformation |
| 4. Reformation | 8. Council of Trent     |

## MAIN IDEAS

### Italy: Birthplace of the Renaissance Section 1 (pages 471–479)

9. How did the merchant class in northern Italy influence the Renaissance?
10. In what ways did literature and the arts change during the Renaissance?

### The Northern Renaissance Section 2 (pages 480–487)

11. What did northern European rulers do to encourage the spread of Renaissance ideas?
12. How were the Christian humanists different from the humanists of the Italian Renaissance?

### Luther Leads the Reformation Section 3 (pages 488–494)

13. On what three teachings did Martin Luther rest his Reformation movement?
14. Why did the Holy Roman emperor go to war against Protestant German princes?
15. Why did Henry VIII create his own church? Refer to the time line on pages 492–493.

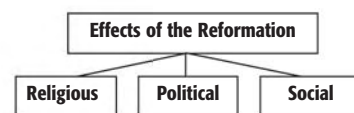
### The Reformation Continues Section 4 (pages 495–501)

16. In what ways was John Calvin's church different from the Lutheran Church?
17. What was the goal of the Catholic Reformation?
18. What are three legacies of the Reformation?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram, show how the Reformation led to great changes in European ideas and institutions.



### 2. ANALYZING ISSUES

**REVOLUTION** What role did the printing press play in the spread of the Reformation and the spread of democracy?

### 3. RECOGNIZING EFFECTS

**CULTURAL INTERACTION** How did the Renaissance and Reformation expand cultural interaction both within Europe and outside of it?

### 4. DEVELOPING HISTORICAL PERSPECTIVE

What conditions needed to exist before the Renaissance could occur?

### 5. SYNTHESIZING

How did views of the role of women change in the Renaissance period?



## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

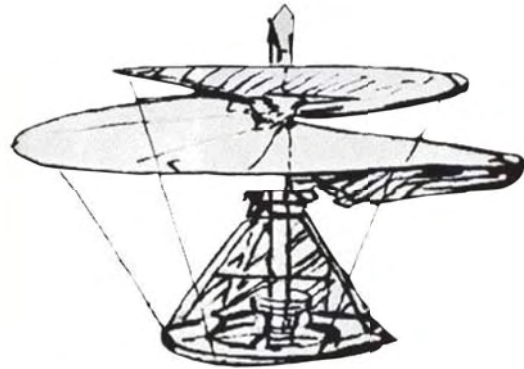
### PRIMARY SOURCE

A prince must also show himself a lover of merit [excellence], give preferment [promotion] to the able, and honour those who excel in every art. Moreover he must encourage his citizens to follow their callings [professions] quietly, whether in commerce, or agriculture, or any other trade that men follow. . . . [The prince] should offer rewards to whoever does these things, and to whoever seeks in any way to improve his city or state.

**NICCOLÒ MACHIAVELLI**, *The Prince*

- Which phrase best describes the advice given by Machiavelli?
  - Rule with an iron hand in a velvet glove.
  - Do not give your subjects any freedoms.
  - Reward hard work and patriotism.
  - To retain your rule, you must interfere in the lives of your subjects.
- In his book *The Prince*, the writer of this advice also suggested
  - the pope should listen to the calls for reform of the Church.
  - a prince might have to trick his people for the good of the state.
  - merchants should try to take control of the cities away from the prince.
  - the prince should reform society by establishing a utopia.

Use this drawing of a machine from the notebooks of Leonardo da Vinci and your knowledge of world history to answer question 3.



- The principles upon which this machine is based evolved into what modern machine?
  - food blender
  - a fan
  - a well-digging machine
  - helicopter

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 470, you looked at a painting and discussed what you learned about Renaissance society from that painting. Now choose one other piece of art from the chapter. Explain what you can learn about Renaissance or Reformation society from that piece of art.

### 2. WRITING ABOUT HISTORY

**RELIGIOUS AND ETHICAL SYSTEMS** Study the information about Protestantism in the Analyzing Key Concepts on page 491. Write a three-paragraph **essay** analyzing the effects Protestantism had on the Christian Church.

- Examine its impact on the number of denominations.
- Explain the different beliefs and practices it promoted.

### INTEGRATED TECHNOLOGY

#### Writing an Internet-based Research Paper

Go to the *Web Research Guide* at [classzone.com](http://classzone.com) to learn about conducting research on the Internet. Then, working with a partner, use the Internet to research major religious reforms of the 20th century. You might search for information on changes in the Catholic Church as a result of Vatican II, or major shifts in the practices or doctrines of a branch of Hinduism, Islam, Judaism, or Protestantism. Compare the 20th-century reforms with those of the Protestant Reformation. Present the results of your research in a well-organized paper. Be sure to

- apply a search strategy when using directories and search engines to locate Web resources.
- judge the usefulness and reliability of each Web site.
- correctly cite your Web sources.
- peer-edit for organization and correct use of language.

# The Muslim World Expands, 1300–1700

## Previewing Main Ideas

**EMPIRE BUILDING** Three of the great empires of history—the Ottomans in Turkey, the Safavids in Persia, and the Mughals in India—emerged in the Muslim world between the 14th and the 18th centuries.

**Geography** *Locate the empires on the map. Which of the empires was the largest? Where was it located?*

**CULTURAL INTERACTION** As powerful societies moved to expand their empires, Turkish, Persian, Mongol, and Arab ways of life blended. The result was a flowering of Islamic culture that peaked in the 16th century.

**Geography** *The Ottoman Empire included cultures from which continents?*

**POWER AND AUTHORITY** The rulers of all three great Muslim empires of this era based their authority on Islam. They based their power on strong armies, advanced technology, and loyal administrative officers.

**Geography** *Study the time line and the map. When was the Mughal Empire founded? Where was Babur's empire located?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

MUSLIM  
WORLD

WORLD

1300

Osman founds Ottoman state. ▶



1398

Timur the Lame destroys Delhi.

1453

Ottomans capture Constantinople.

1300

1400

1325

Aztecs build Tenochtitlán. (ornament of an Aztec snake god) ▶



1455

◀ Gutenberg prints the Bible.







## Empire Builders, 1683



**1501**  
Safavids  
conquer  
Persia.

**1526**  
Babur founds  
Mughal Empire.

**1587**  
Shah Abbas I  
rules Safavid  
Empire.



**1632**  
◀ Shah Jahan orders  
construction of  
Taj Mahal at Agra.

**1500**

**1600**

**1700**

**1522**  
Magellan's crew sails  
around the world.

**1603**  
Tokugawa regime  
begins in Japan.

**1607**  
British settle in North  
America at Jamestown.



## How do you govern a diverse empire?

Your father is a Safavid shah, the ruler of a growing empire. With a well-trained army and modern weapons, he has easily conquered most of the surrounding area. Because you are likely to become the next ruler, you are learning all you can about how to rule. You wonder what is best for the empire. Should conquered people be given the freedom to practice a religion that is different from your own and to follow their own traditions? Or would it be better to try and force them to accept your beliefs and way of life—or even to enslave them?

### INTERACTIVE



- 1 The shah entertains the emperor of a neighboring land. Both lands have great diversity of people and cultures.
- 2 Distinctive headgear marks the status of military leaders and scholars gathered from all parts of the empire.
- 3 Clothing, music, dancing, and food reflect the customs of several groups within the empire.
- 4 People in the court, from the servants to the members of the court, mirror the empire's diversity.

### EXAMINING *the* ISSUES

- **What problems might conquered people present for their conqueror?**
- **In what ways might a conqueror integrate conquered people into the society?**

As a class, discuss the ways other empires—such as those of Rome, Assyria, and Persia—treated their conquered peoples. As you read about the three empires featured in this chapter, notice how the rulers dealt with empires made up of different cultures.





# The Ottomans Build a Vast Empire

## MAIN IDEA

**EMPIRE BUILDING** The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years.

## WHY IT MATTERS NOW

Many modern societies, from Algeria to Turkey, had their origins under Ottoman rule.

## TERMS & NAMES

- ghazi
- Ottoman
- sultan
- Timur the Lame
- Mehmed II
- Suleyman the Lawgiver
- *devshirme*
- janissary

**SETTING THE STAGE** By 1300, the Byzantine Empire was declining, and the Mongols had destroyed the Turkish Seljuk kingdom of Rum. Anatolia was inhabited mostly by the descendants of nomadic Turks. These militaristic people had a long history of invading other countries. Loyal to their own groups, they were not united by a strong central power. A small Turkish state occupied land between the Byzantine Empire and that of the Muslims. From this place, a strong leader would emerge to unite the Turks into what eventually would become an immense empire stretching across three continents.

## Turks Move into Byzantium

Many Anatolian Turks saw themselves as **ghazis** (GAH•zees), or warriors for Islam. They formed military societies under the leadership of an emir, a chief commander, and followed a strict Islamic code of conduct. They raided the territories of people who lived on the frontiers of the Byzantine Empire.

**Osman Establishes a State** The most successful ghazi was Osman. People in the West called him Othman and named his followers **Ottomans**. Osman built a small Muslim state in Anatolia between 1300 and 1326. His successors expanded it by buying land, forming alliances with some emirs, and conquering others.

The Ottomans' military success was largely based on the use of gunpowder. They replaced their archers on horseback with musket-carrying foot soldiers. They also were among the first people to use cannons as weapons of attack. Even heavily walled cities fell to an all-out attack by the Turks.

The second Ottoman leader, Orkhan I, was Osman's son. He felt strong enough to declare himself **sultan**, meaning "overlord" or "one with power." And in 1361, the Ottomans captured Adrianople (ay•dree•uh•NOH•puhl), the second most important city in the Byzantine Empire. A new Turkish empire was on the rise.

The Ottomans acted wisely toward the people they conquered. They ruled through local officials appointed by the sultan and often improved the lives of the peasants. Most Muslims had to serve in Turkish armies and make contributions required by their faith. Non-Muslims did not have to serve in the army but had to pay for their exemption with a small tax.

## TAKING NOTES

**Comparing** List the main rulers of the Ottoman Empire and their successes.

Rulers	Successes

**Timur the Lame Halts Expansion** The rise of the Ottoman Empire was briefly interrupted in the early 1400s by a rebellious warrior and conqueror from Samarkand in Central Asia. Permanently injured by an arrow in the leg, he was called Timur-i-Lang, or **Timur the Lame**. Europeans called him Tamerlane. Timur burned the powerful city of Baghdad in present-day Iraq to the ground. He crushed the Ottoman forces at the Battle of Ankara in 1402. This defeat halted the expansion of their empire.

## Powerful Sultans Spur Dramatic Expansion

Soon Timur turned his attention to China. When he did, war broke out among the four sons of the Ottoman sultan. Mehmed I defeated his brothers and took the throne. His son, Murad II, defeated the Venetians, invaded Hungary, and overcame an army of Italian crusaders in the Balkans. He was the first of four powerful sultans who led the expansion of the Ottoman Empire through 1566.

**Mehmed II Conquers Constantinople** Murad's son [Mehmed II](#), or Mehmed the Conqueror, achieved the most dramatic feat in Ottoman history. By the time Mehmed took power in 1451, the ancient city of Constantinople had shrunk from a population of a million to a mere 50,000. Although it controlled no territory outside its walls, it still dominated the Bosphorus Strait. Controlling this waterway meant that it could choke off traffic between the Ottomans' territories in Asia and in the Balkans.

Mehmed II decided to face this situation head-on. “Give me Constantinople!” he thundered, shortly after taking power at age 21. Then, in 1453, he launched his attack.





## > Analyzing Primary Sources

### The Conquest of Constantinople

Kritovoulos, a Greek who served in the Ottoman administration, recorded the following about the Ottoman takeover of Constantinople. The second source, the French miniature at the right, shows a view of the siege of Constantinople.

#### PRIMARY SOURCE

After this the Sultan entered the City and looked about to see its great size, its situation, its grandeur and beauty, its teeming population, its loveliness, and the costliness of its churches and public buildings and of the private houses and community houses and those of the officials. . . .

When he saw what a large number had been killed and the ruin of the buildings, and the wholesale ruin and destruction of the City, he was filled with compassion and repented not a little at the destruction and plundering. Tears fell from his eyes as he groaned deeply and passionately: "What a city we have given over to plunder and destruction."

KRITOVOULOS, *History of Mehmed the Conqueror*

#### DOCUMENT-BASED QUESTIONS

1. **Comparing and Contrasting** In what details do the two sources agree? disagree?
2. **Making Inferences** Why do you think the sultan wept over the destruction?



Mehmed's Turkish forces began firing on the city walls with mighty cannons. One of these was a 26-foot gun that fired 1,200-pound boulders. A chain across the Golden Horn between the Bosphorus Strait and the Sea of Marmara kept the Turkish fleet out of the city's harbor. Finally, one night Mehmed's army tried a daring tactic. They dragged 70 ships over a hill on greased runners from the Bosphorus to the harbor. Now Mehmed's army was attacking Constantinople from two sides. The city held out for over seven weeks, but the Turks finally found a break in the wall and entered the city.

Mehmed the Conqueror, as he was now called, proved to be an able ruler as well as a magnificent warrior. He opened Constantinople to new citizens of many religions and backgrounds. Jews, Christians, and Muslims, Turks and non-Turks all flowed in. They helped rebuild the city, which was now called Istanbul. **A**

#### MAIN IDEA

##### Analyzing Motives

**A** Why was taking Constantinople so important to Mehmed II?

**Ottomans Take Islam's Holy Cities** Mehmed's grandson, Selim the Grim, came to power in 1512. He was an effective sultan and a great general. In 1514, he defeated the Safavids (suh•FAH•vihdz) of Persia at the Battle of Chaldiran. Then he swept south through Syria and Palestine and into North Africa. At the same time that Cortez was toppling the Aztec Empire in the Americas, Selim's empire took responsibility for Mecca and Medina. Finally he took Cairo, the intellectual center of the Muslim world. The once-great civilization of Egypt had become just another province in the growing Ottoman Empire.

## History Makers



### Suleyman the Lawgiver 1494–1566

In the halls of the U.S. Congress are images of some of the greatest lawgivers of all time. Included in that group are such persons as Thomas Jefferson, Moses, and Suleyman.

Suleyman's law code prescribed penalties for various criminal acts and for bureaucratic and financial corruption. He also sought to reduce bribes, did not allow imprisonment without a trial, and rejected promotions that were not based on merit. He also introduced the idea of a balanced budget for governments.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Suleyman, go to [classzone.com](http://classzone.com)

## Suleyman the Lawgiver

The Ottoman Empire didn't reach its peak size and grandeur until the reign of Selim's son, Suleyman I (SOO•lay•mahn). Suleyman came to the throne in 1520 and ruled for 46 years. His own people called him **Suleyman the Lawgiver**. He was known in the West, though, as Suleyman the Magnificent. This title was a tribute to the splendor of his court and to his cultural achievements.

**The Empire Reaches Its Limits** Suleyman was a superb military leader. He conquered the important European city of Belgrade in 1521. The next year, Turkish forces captured the island of Rhodes in the Mediterranean and now dominated the whole eastern Mediterranean.

Applying their immense naval power, the Ottomans captured Tripoli on the coast of North Africa. They continued conquering peoples along the North African coastline. Although the Ottomans occupied only the coastal cities of North Africa, they managed to control trade routes to the interior of the continent.

In 1526, Suleyman advanced into Hungary and Austria, throwing central Europe into a panic. Suleyman's armies then pushed to the outskirts of Vienna, Austria. Reigning from Istanbul, Suleyman had waged war with central Europeans, North Africans, and Central Asians. He had become the most powerful monarch on earth. Only Charles V, head of the Hapsburg Empire in Europe, came close to rivaling his power.

**Highly Structured Social Organization** Binding the Ottoman Empire together in a workable social structure was Suleyman's crowning achievement. The massive empire required an efficient government structure and social organization. Suleyman created a law code to handle both criminal and civil actions. He also simplified and limited taxes,

and systematized and reduced government bureaucracy. These changes improved the lives of most citizens and helped earn Suleyman the title of Lawgiver.

The sultan's 20,000 personal slaves staffed the palace bureaucracy. The slaves were acquired as part of a policy called *devshirme* (dehv•SHEER•meh). Under the **devshirme** system, the sultan's army drafted boys from the peoples of conquered Christian territories. The army educated them, converted them to Islam, and trained them as soldiers. An elite force of 30,000 soldiers known as **janissaries** was trained to be loyal to the sultan only. Their superb discipline made them the heart of the Ottoman war machine. In fact, Christian families sometimes bribed officials to take their children into the sultan's service, because the brightest ones could rise to high government posts or military positions. **B**

As a Muslim, Suleyman was required to follow Islamic law. In accordance with Islamic law, the Ottomans granted freedom of worship to other religious communities, particularly to Christians and Jews. They treated these communities as *millets*, or nations. They allowed each *millet* to follow its own religious laws and practices. The head of the *millets* reported to the sultan and his staff. This system kept conflict among people of the various religions to a minimum.

#### MAIN IDEA

#### Making Inferences

**B** What were the advantages of the *devshirme* system to the sultan?



**Cultural Flowering** Suleyman had broad interests, which contributed to the cultural achievements of the empire. He found time to study poetry, history, geography, astronomy, mathematics, and architecture. He employed one of the world's finest architects, Sinan, who was probably from Albania. Sinan's masterpiece, the Mosque of Suleyman, is an immense complex topped with domes and half domes. It includes four schools, a library, a bath, and a hospital.



▲ Sinan's Mosque of Suleyman in Istanbul is the largest mosque in the Ottoman Empire.

**MAIN IDEA**

**Comparing**

Which cultural achievements of Suleyman's reign were similar to the European Renaissance?

Art and literature also flourished under Suleyman's rule. This creative period was similar to the European Renaissance. Painters and poets looked to Persia and Arabia for models. The works that they produced used these foreign influences to express original Ottoman ideas in the Turkish style. They are excellent examples of cultural blending.

## The Empire Declines Slowly

Despite Suleyman's magnificent social and cultural achievements, the Ottoman Empire was losing ground. Suleyman killed his ablest son and drove another into exile. His third son, the incompetent Selim II, inherited the throne.

Suleyman set the pattern for later sultans to gain and hold power. It became customary for each new sultan to have his brothers strangled. The sultan would then keep his sons prisoner in the harem, cutting them off from education or contact with the world. This practice produced a long line of weak sultans who eventually brought ruin on the empire. However, the Ottoman Empire continued to influence the world into the early 20th century.

**SECTION**

**1**

**ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• ghazi • Ottoman • sultan • Timur the Lame • Mehmed II • Suleyman the Lawgiver • *devshirme* • janissary

**USING YOUR NOTES**

2. Which do you consider more significant to the Ottoman Empire, the accomplishments of Mehmed II or those of Selim the Grim? Explain.

Rulers	Successes

**MAIN IDEAS**

- By what means did the early Ottomans expand their empire?
- Why was Suleyman called the Lawgiver?
- How powerful was the Ottoman Empire compared to other empires of the time?

**CRITICAL THINKING & WRITING**

- EVALUATING DECISIONS** Do you think that the Ottomans were wise in staffing their military and government with slaves? Explain.
- EVALUATING COURSES OF ACTION** How did Suleyman's selection of a successor eventually spell disaster for the Ottoman Empire?
- ANALYZING MOTIVES** Do you think that Suleyman's religious tolerance helped or hurt the Ottoman Empire?
- WRITING ACTIVITY** **EMPIRE BUILDING** Using the description of Mehmed II's forces taking Constantinople, write a **newspaper article** describing the action.

**CONNECT TO TODAY** **CREATING A TIME LINE**

Create a **time line** showing events in the decline of the Ottoman Empire and the creation of the modern nation of Turkey.

# Cultural Blending

## CASE STUDY: The Safavid Empire

### MAIN IDEA

**CULTURAL INTERACTION** The Safavid Empire produced a rich and complex blended culture in Persia.

### WHY IT MATTERS NOW

Modern Iran, which plays a key role in global politics, descended from the culturally diverse Safavid Empire.

### TERMS & NAMES

- Safavid
- Isma'il
- Shah Abbas
- Esfahan
- Shah

**SETTING THE STAGE** Throughout the course of world history, cultures have interacted with each other. Often such interaction has resulted in the mixing of different cultures in new and exciting ways. This process is referred to as cultural blending. The **Safavid** Empire, a Shi'ite Muslim dynasty that ruled in Persia between the 16th and 18th centuries, provides a striking example of how interaction among peoples can produce a blending of cultures. This culturally diverse empire drew from the traditions of Persians, Ottomans, and Arabs.

### TAKING NOTES

#### Drawing Conclusions

Identify examples of cultural blending in the Safavid Empire.



## Patterns of Cultural Blending

Each time a culture interacts with another, it is exposed to ideas, technologies, foods, and ways of life not exactly like its own. Continental crossroads, trade routes, ports, and the borders of countries are places where cultural blending commonly begins. Societies that are able to benefit from cultural blending are those that are open to new ways and are willing to adapt and change. The blended ideas spread throughout the culture and produce a new pattern of behavior. Cultural blending has several basic causes.

**Causes of Cultural Blending** Cultural change is most often prompted by one or more of the following four activities:

- migration
- pursuit of religious freedom or conversion
- trade
- conquest

The blending that contributed to the culture of the Ottomans, which you just read about in Section 1, depended on some of these activities. Surrounded by the peoples of Byzantium, the Turks were motivated to win territory for their empire. The Ottoman Empire's location on a major trading route created many opportunities for contact with different cultures. Suleyman's interest in learning and culture prompted him to bring the best foreign artists and scholars to his court. They brought new ideas about art, literature, and learning to the empire.

**Results of Cultural Blending** Cultural blending may lead to changes in language, religion, styles of government, the use of technology, and military tactics.



Cultural Blending			
Location	Interacting Cultures	Reason for Interaction	Some Results of Interaction
India—1000 B.C.	Aryan and Dravidian Indian Arab, African, Indian	Migration	Vedic culture, forerunner of Hinduism
East Africa—A.D. 700	Islamic, Christian	Trade, religious conversion	New trade language, Swahili
Russia—A.D. 1000	Christian and Slavic	Religious conversion	Eastern Christianity, Russian identity
Mexico—A.D. 1500	Spanish and Aztec	Conquest	Mestizo culture, Mexican Catholicism
United States—A.D. 1900	European, Asian, Caribbean	Migration, religious freedom	Cultural diversity
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Determining Main Ideas</b> <i>What are the reasons for interaction in the Americas?</i> <b>2. Hypothesizing</b> <i>What are some aspects of cultural diversity?</i>			

These changes often reflect unique aspects of several cultures. For example:

- **Language** Sometimes the written characters of one language are used in another, as in the case of written Chinese characters used in the Japanese language. In the Safavid Empire, the language spoken was Persian. But after the area converted to Islam, a significant number of Arabic words appeared in the Persian language.
- **Religion and ethical systems** Buddhism spread throughout Asia. Yet the Buddhism practiced by Tibetans is different from Japanese Zen Buddhism.
- **Styles of government** The concept of a democratic government spread to many areas of the globe. Although the basic principles are similar, it is not practiced exactly the same way in each country.
- **Racial or ethnic blending** One example is the mestizo, people of mixed European and Indian ancestry who live in Mexico.
- **Arts and architecture** Cultural styles may be incorporated or adapted into art or architecture. For example, Chinese artistic elements are found in Safavid Empire tiles and carpets as well as in European paintings.

The chart above shows other examples of cultural blending that have occurred over time in various areas of the world. **A**

▼ Grandson of Isma'il, Shah Abbas led the Safavid Empire during its Golden Age.

### CASE STUDY: The Safavid Empire

## The Safavids Build an Empire

Conquest and ongoing cultural interaction fueled the development of the Safavid Empire. Originally, the Safavids were members of an Islamic religious brotherhood named after their founder, Safi al-Din. In the 15th century, the Safavids aligned themselves with the Shi'a branch of Islam.

The Safavids were also squeezed geographically between the Ottomans and Uzbek tribespeople and the Mughal Empire. (See the map on page 514.) To protect themselves from these potential enemies, the Safavids concentrated on building a powerful army.

**Isma'il Conquers Persia** The Safavid military became a force to reckon with. In 1499, a 12-year-old named **Isma'il** (ih•s•MAH•eel) began to seize most of what is now Iran. Two years later he completed the task.



### MAIN IDEA

#### Recognizing Effects

**A** Which of the effects of cultural blending do you think is the most significant? Explain.



To celebrate his achievement, he took the ancient Persian title of **shah**, or king. He also established Shi'a Islam as the state religion.

Isma'il became a religious tyrant. Any citizen who did not convert to Shi'ism was put to death. Isma'il destroyed the Sunni population of Baghdad in his confrontation with the Ottomans. Their leader, Selim the Grim, later ordered the execution of all Shi'a in the Ottoman Empire. As many as 40,000 died. Their final face-off took place at the Battle of Chaldiran in 1514. Using artillery, the Ottomans pounded the Safavids into defeat. Another outcome of the battle was to set the border between the two empires. It remains the border today between Iran and Iraq.

Isma'il's son Tahmasp learned from the Safavids' defeat at Chaldiran. He adopted the use of artillery with his military forces. He expanded the Safavid Empire up to the Caucasus Mountains, northeast of Turkey, and brought Christians under Safavid rule. Tahmasp laid the groundwork for the golden age of the Safavids. **B**

#### MAIN IDEA

#### Drawing Conclusions

**B** How did Tahmasp's cultural borrowing lead to the expansion of the Safavid Empire?

## A Safavid Golden Age

**Shah Abbas**, or Abbas the Great, took the throne in 1587. He helped create a Safavid culture and golden age that drew from the best of the Ottoman, Persian, and Arab worlds.

**Reforms** Shah Abbas reformed aspects of both military and civilian life. He limited the power of the military and created two new armies that would be loyal to him alone. One of these was an army of Persians. The other was a force that Abbas recruited from the Christian north and modeled after the Ottoman janissaries. He equipped both of these armies with modern artillery.

Abbas also reformed his government. He punished corruption severely and promoted only officials who proved their competence and loyalty. He hired foreigners from neighboring countries to fill positions in the government.

To convince European merchants that his empire was tolerant of other religions, Abbas brought members of Christian religious orders into the empire. As a result, Europeans moved into the land. Then industry, trade, and art exchanges grew between the empire and European nations.

**A New Capital** The Shah built a new capital at **Esfahan**. With a design that covered four and a half miles, the city was considered one of the most beautiful in the world. It was a showplace for the many artisans, both foreign and Safavid, who worked on the buildings and the objects in them. For example, 300 Chinese potters produced



glazed building tiles for the buildings in the city, and Armenians wove carpets.

**Art Works** Shah Abbas brought hundreds of Chinese artisans to Esfahan. Working with Safavid artists, they produced intricate metalwork, miniature paintings, calligraphy, glasswork, tile work, and pottery. This collaboration gave rise to artwork that blended Chinese and Persian ideas. These decorations beautified the many mosques, palaces, and marketplaces.


**Carpets** The most important result of Western influence on the Safavids, however, may have been the demand for Persian carpets. This demand helped change carpet weaving from a local craft to a national industry. In the beginning, the carpets reflected traditional Persian themes. As the empire became more culturally blended, the designs incorporated new themes. In the 16th century, Shah Abbas sent artists to Italy to study under the Renaissance artist Raphael. Rugs then began to reflect European designs. 



▲ The Masjid-e-Imam mosque in Esfahan is a beautiful example of the flowering of the arts in the Safavid Empire.

#### MAIN IDEA

#### Comparing

 In what ways were Shah Abbas and Suleyman the Lawgiver similar?

## The Dynasty Declines Quickly

In finding a successor, Shah Abbas made the same mistake the Ottoman monarch Suleyman made. He killed or blinded his ablest sons. His incompetent grandson, Safi, succeeded Abbas. This pampered young prince led the Safavids down the same road to decline that the Ottomans had taken, only more quickly.

In 1736, however, Nadir Shah Afshar conquered land all the way to India and created an expanded empire. But Nadir Shah was so cruel that one of his own troops assassinated him. With Nadir Shah's death in 1747, the Safavid Empire fell apart.

At the same time that the Safavids flourished, cultural blending and conquest led to the growth of a new empire in India, as you will learn in Section 3.

### SECTION

## 2

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Safavid
- Isma'il
- shah
- Shah Abbas
- Esfahan

#### USING YOUR NOTES

2. What are some examples of cultural blending in the Safavid Empire?



#### MAIN IDEAS

3. What are the four causes of cultural blending?
4. What reforms took place in the Safavid Empire under Shah Abbas?
5. Why did the Safavid Empire decline so quickly?

#### CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Which of the results of cultural blending do you think has the most lasting effect on a country? Explain.
7. **DRAWING CONCLUSIONS** How did the location of the Safavid Empire contribute to the cultural blending in the empire?
8. **ANALYZING MOTIVES** Why might Isma'il have become so intolerant of the Sunni Muslims?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **letter** from Shah Abbas to a Chinese artist persuading him to come teach and work in the Safavid Empire.

#### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the charge that Persian rugs are largely made by children under the age of 14. Write a television documentary **script** detailing your research results.

**INTERNET KEYWORD**  
*child labor rug making*



# The Mughal Empire in India

## MAIN IDEA

**POWER AND AUTHORITY** The Mughal Empire brought Turks, Persians, and Indians together in a vast empire.

## WHY IT MATTERS NOW

The legacy of great art and deep social division left by the Mughal Empire still influences southern Asia.

## TERMS & NAMES

- Mughal
- Babur
- Akbar
- Sikh
- Shah Jahan
- Taj Mahal
- Aurangzeb

**SETTING THE STAGE** The Gupta Empire, which you read about in Chapter 7, crumbled in the late 400s. First, Huns from Central Asia invaded. Then, beginning in the 700's, warlike Muslim tribes from Central Asia carved northwestern India into many small kingdoms. The people who invaded descended from Muslim Turks and Afghans. Their leader was a descendant of Timur the Lame and of the Mongol conqueror Genghis Khan. They called themselves **Mughals**, which means "Mongols." The land they invaded had been through a long period of turmoil.

## TAKING NOTES

**Following Chronological Order** Create a time line of the Mughal emperors and their successes.

1494

Babur

## Early History of the Mughals

The 8th century began with a long clash between Hindus and Muslims in this land of many kingdoms. For almost 300 years, the Muslims were able to advance only as far as the Indus River valley. Starting around the year 1000, however, well-trained Turkish armies swept into India. Led by Sultan Mahmud (muh•MOOD) of Ghazni, they devastated Indian cities and temples in 17 brutal campaigns. These attacks left the region weakened and vulnerable to other conquerors. Delhi eventually became the capital of a loose empire of Turkish warlords called the Delhi Sultanate. These sultans treated the Hindus as conquered people.

**Delhi Sultanate** Between the 13th and 16th centuries, 33 different sultans ruled this divided territory from their seat in Delhi. In 1398, Timur the Lame destroyed Delhi. The city was so completely devastated that according to one witness, "for months, not a bird moved in the city." Delhi eventually was rebuilt. But it was not until the 16th century that a leader arose who would unify the empire.

**Babur Finds an Empire** In 1494, an 11-year-old boy named **Babur** inherited a kingdom in the area that is now Uzbekistan and Tajikistan. It was only a tiny kingdom, and his elders soon took it away and drove him south. But Babur built up an army. In the years that followed, he swept down into India and laid the foundation for the vast Mughal Empire.

Babur was a brilliant general. In 1526, for example, he led 12,000 troops to victory against an army of 100,000 commanded by a sultan of Delhi. A year later, Babur also defeated a massive rajput army. After Babur's death, his incompetent son, Humayun, lost most of the territory Babur had gained. Babur's 13-year-old grandson took over the throne after Humayun's death.



## Akbar's Golden Age

Babur's grandson was called **Akbar**, which means "Great." Akbar certainly lived up to his name, ruling India with wisdom and tolerance from 1556 to 1605.

**A Military Conqueror** Akbar recognized military power as the root of his strength. In his opinion, a King must always be aggressive so that his neighbors will not try to conquer him.

Like the Safavids and the Ottomans, Akbar equipped his armies with heavy artillery. Cannons enabled him to break into walled cities and extend his rule into much of the Deccan plateau. In a brilliant move, he appointed some rajputs as officers. In this way he turned potential enemies into allies. This combination of military power and political wisdom enabled Akbar to unify a land of at least 100 million people—more than in all of Europe put together.

**A Liberal Ruler** Akbar was a genius at cultural blending. A Muslim, he continued the Islamic tradition of religious freedom. He permitted people of other religions to practice their faiths. He proved his tolerance by marrying Hindu princesses without forcing them to convert. He allowed his wives to practice their religious rituals in the palace. He proved his tolerance again by abolishing both the tax on Hindu pilgrims and the hated *jizya*, or tax on non-Muslims. He even appointed a Spanish Jesuit to tutor his second son.

Akbar governed through a bureaucracy of officials. Natives and foreigners, Hindus and Muslims, could all rise to high office. This approach contributed to the quality of his government. Akbar's chief finance minister, Todar Mal, a Hindu, created a clever—and effective—taxation policy. He levied a tax similar to the present-day U.S. graduated income tax, calculating it as a percentage of the value of the peasants' crops. Because this tax was fair and affordable, the number of peasants who paid it increased. This payment brought in much needed money for the empire.

Akbar's land policies had more mixed results. He gave generous land grants to his bureaucrats. After they died, however, he reclaimed the lands and distributed them as he saw fit. On the positive side, this policy prevented the growth of feudal aristocracies. On the other hand, it did not encourage dedication and hard work by the Mughal officials. Their children would not inherit the land or benefit from their parents' work. So the officials apparently saw no point in devoting themselves to their property.

### MAIN IDEA

#### Comparing

**A** In what ways were Akbar's attitudes toward religion similar to those of Suleyman the Lawgiver?



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** During which time period was the most territory added to the Mughal Empire?
- 2. Human-Environment Interaction** What landform might have prevented the empire from expanding farther east?

## History Makers



### **Akbar** 1542–1605

Akbar was brilliant and curious, especially about religion. He even invented a religion of his own—the “Divine Faith”—after learning about Hinduism, Jainism, Christianity, and Sufism. The religion attracted few followers, however, and offended Muslims so much that they attempted a brief revolt against Akbar in 1581. When he died, so did the “Divine Faith.”

Surprisingly, despite his wisdom and his achievements, Akbar could not read. He hired others to read to him from his library of 24,000 books.

#### **INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on Akbar, go to [classzone.com](http://classzone.com)

**Blended Cultures** As Akbar extended the Mughal Empire, he welcomed influences from the many cultures in the empire. This cultural blending affected art, education, politics, and language. Persian was the language of Akbar’s court and of high culture. The common people, however, spoke Hindi, a language derived from Sanskrit. Hindi remains one of the most widely spoken languages in India today. Out of the Mughal armies, where soldiers of many backgrounds rubbed shoulders, came yet another new language. This language was Urdu, which means “from the soldier’s camp.” A blend of Arabic, Persian, and Hindi, Urdu is today the official language of Pakistan.

**The Arts and Literature** The arts flourished at the Mughal court, especially in the form of book illustrations. These small, highly detailed, and colorful paintings were called miniatures. They were brought to a peak of perfection in the Safavid Empire. (See Section 2.) Babur’s son, Humayun, brought two masters of this art to his court to teach it to the Mughals. Some of the most famous Mughal miniatures adorned the *Akbarnamah* (“Book of Akbar”), the story of the great emperor’s campaigns and deeds. Indian art drew from traditions developed earlier in Rajput kingdoms.

Hindu literature also enjoyed a revival in Akbar’s time. The poet Tulsi Das, for example, was a contemporary of Akbar’s. He retold the epic love story of Rama and Sita from the fourth century B.C. Indian poem the *Ramayana* (rah•MAH•yuh•nuh) in Hindi. This retelling, the *Ramcaritmanas*, is now even more popular than the original.

**Architecture** Akbar devoted himself to architecture too. The style developed under his reign is still known as Akbar period architecture. Its massive but graceful structures are

decorated with intricate stonework that portrays Hindu themes. The capital city of Fatehpur Sikri is one of the most important examples of this type of architecture. Akbar had this red-sandstone city built to thank a Sufi saint, Sheik Salim Chisti, who had predicted the birth of his first son. **B**

## Akbar’s Successors

With Akbar’s death in 1605, the Mughal court changed to deal with the changing times. The next three emperors each left his mark on the Mughal Empire.

**Jahangir and Nur Jahan** Akbar’s son called himself Jahangir (juh•hahn•GEER), or “Grasper of the World.” However, for most of his reign, he left the affairs of state to his wife, who ruled with an iron hand.

Jahangir’s wife was the Persian princess Nur Jahan. She was a brilliant politician who perfectly understood the use of power. As the real ruler of India, she installed her father as prime minister in the Mughal court. She saw Jahangir’s son Khusrau as her ticket to future power. But when Khusrau rebelled against his father, Nur Jahan removed him. She then shifted her favor to another son.

This rejection of Khusrau affected more than the political future of the empire. It was also the basis of a long and bitter religious conflict. Jahangir tried to promote Islam in the Mughal state, but was tolerant of other religions. When Khusrau

#### **MAIN IDEA**

#### **Drawing Conclusions**

**B** How was Akbar able to build such an immense empire?



## Women Leaders of the Indian Subcontinent

Since World War II, the subcontinent of India has seen the rise of several powerful women. Unlike Nur Jahan, however, they achieved power on their own—not through their husbands.

Indira Gandhi headed the Congress Party and dominated Indian politics for almost 30 years. She was elected prime minister in 1966 and again in 1980. Gandhi was assassinated in 1984 by Sikh separatists.

Benazir Bhutto took charge of the Pakistan People's Party after her father was assassinated. She became prime minister in 1988, the first woman to run a modern Muslim

state. Reelected in 1993, she was dismissed from office in 1996 and went into exile.

Chandrika Bandaranaike Kumaratunga is the president of Sri Lanka. She was elected in 1994. She survived an assassination attempt in 1999 and was reelected.

Khaleda Zia became Bangladesh's first woman prime minister in 1991. She was reelected several times, the last time in 2001. She made progress in empowering women and girls in her nation.

Pratibha Patil, elected in 2007, is India's first female president.



Indira Gandhi



Chandrika Bandaranaike Kumaratunga



Khaleda Zia



Pratibha Patil

### MAIN IDEA

#### Analyzing Causes

**C** How did the Mughals' dislike of the Sikhs develop?

rebelled, he turned to the **Sikhs**. This was a nonviolent religious group whose doctrines contained elements similar to Hinduism and Sufism (Islamic mysticism). However, the Sikhs see themselves as an independent tradition and not an offshoot of another religion. Their leader, Guru Arjun, sheltered Khusrau and defended him. In response, the Mughal rulers had Arjun arrested and tortured to death. The Sikhs became the target of the Mughals' particular hatred. **C**

**Shah Jahan** Jahangir's son and successor, **Shah Jahan**, could not tolerate competition and secured his throne by assassinating all his possible rivals. He had a great passion for two things: beautiful buildings and his wife Mumtaz Mahal (moom•TAHZ mah•HAHL). Nur Jahan had arranged this marriage between Jahangir's son and her niece for political reasons. Shah Jahan, however, fell genuinely in love with his Persian princess.

In 1631, Mumtaz Mahal died at age 39 while giving birth to her 14th child. To enshrine his wife's memory, he ordered that a tomb be built "as beautiful as she was beautiful." Fine white marble and fabulous jewels were gathered from many parts of Asia. This memorial, the **Taj Mahal**, has been called one of the most beautiful buildings in the world. Its towering marble dome and slender minaret towers look like lace and seem to change color as the sun moves across the sky.

**The People Suffer** But while Shah Jahan was building gardens, monuments, and forts, his country was suffering. There was famine in the land. Furthermore, farmers needed tools, roads, and ways of irrigating their crops and dealing with India's harsh environment. What they got instead were taxes and more taxes to support the building of monuments, their rulers' extravagant living, and war.





## History *in* Depth

### Building the Taj Mahal

Some 20,000 workers labored for 22 years to build the famous tomb. It is made of white marble brought from 250 miles away. The minaret towers are about 130 feet high. The building itself is 186 feet square.

The design of the building is a blend of Hindu and Muslim styles. The pointed arches are of Muslim design, and the perforated marble windows and doors are typical of a style found in Hindu temples.

The inside of the building is a glittering garden of thousands of carved marble flowers inlaid with tiny precious stones. One tiny flower, one inch square, had 60 different inlays.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Use the Internet to take a virtual trip to the Taj Mahal. Create a brochure about the building. Go to [classzone.com](http://classzone.com) for your research.

All was not well in the royal court either. When Shah Jahan became ill in 1657, his four sons scrambled for the throne. The third son, **Aurangzeb** (AWR•uhng•zēhb), moved first and most decisively. In a bitter civil war, he executed his older brother, who was his most serious rival. Then he arrested his father and put him in prison, where he died several years later. After Shah Jahan's death, a mirror was found in his room, angled so that he could look out at the reflection of the Taj Mahal.

**Aurangzeb's Reign** A master at military strategy and an aggressive empire builder, Aurangzeb ruled from 1658 to 1707. He expanded the Mughal holdings to their greatest size. However, the power of the empire weakened during his reign.

This loss of power was due largely to Aurangzeb's oppression of the people. He rigidly enforced Islamic laws, outlawing drinking, gambling, and other activities viewed as vices. He appointed censors to police his subjects' morals and make sure they prayed at the appointed times. He also tried to erase all the gains Hindus had made under Akbar. For example, he brought back the hated tax on non-Muslims and dismissed Hindus from high positions in his government. He banned the construction of new temples and had Hindu monuments destroyed. Not surprisingly, these actions outraged the Hindus.

▲ Mirrored in a reflecting pool is the Taj Mahal, a monument to love and the Mughal Empire.



**MAIN IDEA****Recognizing Effects**

**D** How did Aurangzeb's personal qualities and political policies affect the Mughal Empire?

The Hindu rajputs, whom Akbar had converted from potential enemies to allies, rebelled. Aurangzeb defeated them repeatedly, but never completely. In the southwest, a Hindu warrior community called Marathas founded their own state. Aurangzeb captured their leader but could never conquer them. Meanwhile, the Sikhs transformed themselves into a brotherhood of warriors. They began building a state in the Punjab, an area in northwest India.

Aurangzeb levied oppressive taxes to pay for the wars against the increasing numbers of enemies. He had done away with all taxes not authorized by Islamic law, so he doubled the taxes on Hindu merchants. This increased tax burden deepened the Hindus' bitterness and led to further rebellion. As a result, Aurangzeb needed to raise more money to increase his army. The more territory he conquered, the more desperate his situation became. **D**

## The Empire's Decline and Decay

By the end of Aurangzeb's reign, he had drained the empire of its resources. Over 2 million people died in a famine while Aurangzeb was away waging war. Most of his subjects felt little or no loyalty to him.

As the power of the central state weakened, the power of local lords grew. After Aurangzeb's death, his sons fought a war of succession. In fact, three emperors reigned in the first 12 years after Aurangzeb died. By the end of this period, the Mughal emperor was nothing but a wealthy figurehead. He ruled not a united empire but a patchwork of independent states.

As the Mughal Empire rose and fell, Western traders slowly built their own power in the region. The Portuguese were the first Europeans to reach India. In fact, they arrived just before Babur did. Next came the Dutch, who in turn gave way to the French and the English. However, the great Mughal emperors did not feel threatened by the European traders. In 1661, Aurangzeb casually handed them the port of Bombay. Aurangzeb had no idea that he had given India's next conquerors their first foothold in a future empire.

**SECTION****3****ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Mughal
- Babur
- Akbar
- Sikh
- Shah Jahan
- Taj Mahal
- Aurangzeb

**USING YOUR NOTES**

2. Which of the Mughal emperors on your time line had a positive effect on the empire? Which had negative effects?

1494

Babur

**MAIN IDEAS**

3. How did Akbar demonstrate tolerance in his empire?
4. What pattern is seen in the ways individuals came to power in the Mughal Empire?
5. Why did the empire weaken under the rule of Aurangzeb?

**CRITICAL THINKING & WRITING**

6. **CLARIFYING** Why were Akbar's tax policies so successful?
7. **MAKING INFERENCES** Why was Nur Jahan able to hold so much power in Jahangir's court?
8. **EVALUATING COURSES OF ACTION** Why were the policies of Aurangzeb so destructive to the Mughal Empire?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **compare-and-contrast essay** on the policies of Akbar and Aurangzeb. Use references from the text in your response.

**CONNECT TO TODAY** **CREATING A BIOGRAPHY**

Select one of the women leaders in Connect to Today on page 519. Research her life and write a short **biography** of her.



## Cultural Blending in Mughal India

As you have read, Mughal India enjoyed a golden age under Akbar. Part of Akbar's success—indeed, the success of the Mughals—came from his religious tolerance. India's population was largely Hindu, and the incoming Mughal rulers were Muslim. The Mughal emperors encouraged the blending of cultures to create a united India.

This cultural integration can be seen in the art of Mughal India. Muslim artists focused heavily on art with ornate patterns of flowers and leaves, called arabesque or geometric patterns. Hindu artists created naturalistic and often ornate artworks. These two artistic traditions came together and created a style unique to Mughal India. As you can see, the artistic collaboration covered a wide range of art forms.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on art in Mughal India, go to [classzone.com](http://classzone.com)

### ▼ Architecture

Mughal emperors brought to India a strong Muslim architectural tradition. Indian artisans were extremely talented with local building materials—specifically, marble and sandstone. Together, they created some of the most striking and enduring architecture in the world, like Humayun's Tomb shown here.

### ▼ Decorative Arts

Decorative work on items from dagger handles to pottery exhibits the same cultural blending as other Mughal art forms. This dagger handle shows some of the floral and geometric elements common in Muslim art, but the realistic depiction of the horse comes out of the Hindu tradition.





## ▼ Painting

Mughal painting was largely a product of the royal court. Persian artists brought to court by Mughal emperors had a strong influence, but Mughal artists quickly developed their own characteristics. The Mughal style kept aspects of the Persian influence—particularly the flat aerial perspective. But, as seen in this colorful painting, the Indian artists incorporated more naturalism and detail from the world around them.



## ▲ Fabrics

Mughal fabrics included geometric patterns found in Persian designs, but Mughal weavers, like other Mughal artisans, also produced original designs. Themes that were common in Mughal fabrics were landscapes, animal chases, floral latticeworks, and central flowering plants like the one on this tent hanging.

## Connect to Today

**1. Clarifying** What does the art suggest about the culture of Mughal India?

See Skillbuilder Handbook, page R4.

**2. Forming and Supporting Opinions**

What are some modern examples of cultural blending in art? What elements of each culture are represented in the artwork? Consider other art forms, such as music and literature, as well.



# Chapter 18 Assessment

## TERMS & NAMES

Briefly explain the importance of each of the following to the Ottoman, Safavid, or Mughal empires.

1. Suleyman the Lawgiver
2. *devshirme*
3. janissary
4. shah
5. Shah Abbas
6. Akbar
7. Sikh
8. Taj Mahal

## MAIN IDEAS

### The Ottomans Build a Vast Empire

Section 1 (pages 507–511)

9. Why were the Ottomans such successful conquerors?
10. How did Mehmed the Conqueror show his tolerance of other cultures?
11. Why was Selim's capture of Mecca, Medina, and Cairo so significant?

### Case Study: Cultural Blending Section 2 (pages 512–515)

12. What are some of the causes of cultural blending in the Safavid Empire?
13. In what ways did the Safavids weave foreign ideas into their culture?

### The Mughal Empire in India Section 3 (pages 516–523)

14. In what ways did Akbar defend religious freedom during his reign?
15. How did Akbar's successors promote religious conflict in the empire?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a chart, compare and contrast the Mughal Empire under Akbar, the Safavid Empire under Shah Abbas, and the Ottoman Empire under Suleyman I.

	Government Reforms	Cultural Blending
Akbar		
Abbas		
Suleyman		

### 2. EVALUATING COURSES OF ACTION

**POWER AND AUTHORITY** How did the use of artillery change the way empires in this chapter and lands that bordered them reacted to each other?

### 3. RECOGNIZING EFFECTS

**CULTURAL INTERACTION** What impact did religion have on governing each of the three empires in this chapter?

### 4. EVALUATING DECISIONS

**EMPIRE BUILDING** What was the value of treating conquered peoples in a way that did not oppress them?

### 5. MAKING INFERENCES

Why do you think the three empires in this chapter did not unite into one huge empire? Give reasons for your answer.

### 6. MAKING INFERENCES

Conquest of new territories contributed to the growth of the Muslim empires you read about in this chapter. How might it have also hindered this growth?

## VISUAL SUMMARY

### The Muslim World Expands

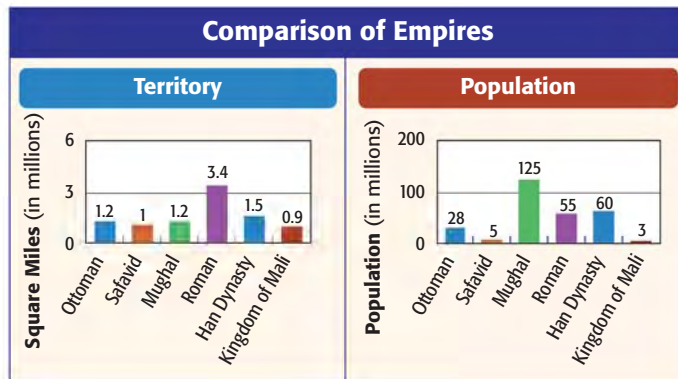




## STANDARDS-BASED ASSESSMENT

Use the graphs and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**



Source: *Atlas of World Population History*

- Which empire was most densely populated?
  - Han
  - Roman
  - Mughal
  - Mali
- Of the three Asian Muslim empires shown on the graph, which one had the smallest territory?
  - Ottoman
  - Safavid
  - Mughal
  - Mali

Use the quotation from Kritovoulos, a Greek historian and a governor in the court of Mehmed II, and your knowledge of world history to answer question 3.

### PRIMARY SOURCE

When the Sultan [Mehmed] had captured the City of Constantinople, almost his very first care was to have the City repopulated. He also undertook the further care and repairs of it. He sent an order in the form of an imperial command to every part of his realm, that as many inhabitants as possible be transferred to the City, not only Christians but also his own people and many of the Hebrews.

**KRITOVoulos**, *History of Mehmed the Conqueror*

- What groups of people were to be sent to Constantinople?
  - Hebrews and Christians
  - Christians and Turks
  - Christians, Hebrews, and Turkish Muslims
  - Imperial armies

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 506, you considered how you might treat the people you conquered. Now that you have learned more about three Muslim empires, in what ways do you think you would change your policies? Discuss your thoughts with a small group of classmates.

### 2. WRITING ABOUT HISTORY

Think about the experience of being a janissary in the court of Suleyman the Lawgiver. Write a **journal entry** about your daily activities. Consider the following:

- how a janissary was recruited
- what jobs or activities a janissary may have done
- the grandeur of the court of Suleyman

### INTEGRATED TECHNOLOGY

#### Creating a Database

The three empires discussed in this chapter governed many religious and ethnic groups. Gather information on the religious and ethnic makeup of the modern nations of the former Ottoman, Safavid, and Mughal empires. Organize the information in a population database.

- Create one table for each empire.
- Make row headings for each modern nation occupying the lands of that empire.
- Make column headings for each ethnic group and each religious group.
- Insert the most recent population figures or percentages for each group.
- Use the final column to record the population total for each modern nation.

# An Age of Explorations and Isolation, 1400–1800

## Previewing Main Ideas

**CULTURAL INTERACTION** Asians resisted European influence, but this cultural interaction did produce an exchange of goods and ideas.

**Geography** Study the map. What European power first sent explorers into the Indian Ocean?

**ECONOMICS** The desire for wealth was a driving force behind the European exploration of the East. Europeans wanted to control trade with Asian countries.

**Geography** How did the voyages of Bartolomeu Dias and Vasco da Gama compare in length?

**SCIENCE AND TECHNOLOGY** Europeans were able to explore faraway lands after they improved their sailing technology.

**Geography** Look at the map and time line. What country sent the first expedition to explore the Indian Ocean in the 15th century?

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

## EUROPE AND ASIA

## WORLD

**1405**  
Zheng He takes first voyage.

**1419**  
Prince Henry ► founds navigation school.



**1494**  
Spain and Portugal sign Treaty of Tordesillas.

**1400**

**1500**



**1453**  
◀ Ottomans capture Constantinople.

**1464**  
Songhai Empire begins in West Africa.

**1511**  
First enslaved Africans arrive in the Americas.





## Early Explorations, 1400s





## Would you sail into the unknown?

It is a gray morning in 1430. You are standing on a dock in the European country of Portugal, staring out at the mysterious Atlantic Ocean. You have been asked to go on a voyage of exploration. Yet, like most people at the time, you have no idea what lies beyond the horizon. The maps that have been drawn show some of the dangers you might face. And you've heard the terrifying stories of sea monsters and shipwrecks (see map below). You also have heard that riches await those who help explore and claim new lands. Now, you must decide whether to go.



### EXAMINING the ISSUES

- **What possible rewards might come from exploring the seas for new lands?**
- **What are the risks involved in embarking on a voyage into the unknown?**

Discuss these questions with your classmates. In your discussion, recall what you have learned about the lands beyond Europe and what they have to offer. As you read about the age of explorations and isolation, see why Europeans explored and what they achieved.





# Europeans Explore the East

## MAIN IDEA

**SCIENCE AND TECHNOLOGY**  
Advances in sailing technology enabled Europeans to explore other parts of the world.

## WHY IT MATTERS NOW

European exploration was an important step toward the global interaction existing in the world today.

## TERMS & NAMES

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

**SETTING THE STAGE** By the early 1400s, Europeans were ready to venture beyond their borders. As Chapter 17 explained, the Renaissance encouraged, among other things, a new spirit of adventure and curiosity. This spirit of adventure, along with several other important reasons, prompted Europeans to explore the world around them. This chapter and the next one describe how these explorations began a long process that would bring together the peoples of many different lands and permanently change the world.

## For “God, Glory, and Gold”

Europeans had not been completely isolated from the rest of the world before the 1400s. Beginning around 1100, European crusaders battled Muslims for control of the Holy Lands in Southwest Asia. In 1275, the Italian trader Marco Polo reached the court of Kublai Khan in China. For the most part, however, Europeans had neither the interest nor the ability to explore foreign lands. That changed by the early 1400s. The desire to grow rich and to spread Christianity, coupled with advances in sailing technology, spurred an age of European exploration.

**Europeans Seek New Trade Routes** The desire for new sources of wealth was the main reason for European exploration. Through overseas exploration, merchants and traders hoped ultimately to benefit from what had become a profitable business in Europe: the trade of spices and other luxury goods from Asia. The

people of Europe had been introduced to these items during the Crusades, the wars fought between Christians and Muslims from 1096 to 1270 (see Chapter 14). After the Crusades ended, Europeans continued to demand such spices as nutmeg, ginger, cinnamon, and pepper, all of which added flavor to the bland foods of Europe. Because demand for these goods was greater than the supply, merchants could charge high prices and thus make great profits.

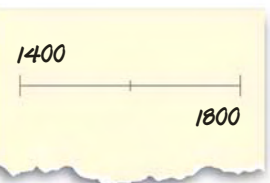
The Muslims and the Italians controlled the trade of goods from East to West. Muslims sold Asian goods to Italian merchants, who controlled trade across the land routes of the Mediterranean region. The Italian merchants resold the items at increased prices to merchants

▼ This early globe depicts the Europeans’ view of Europe and Africa around 1492.



## TAKING NOTES

**Following Chronological Order** On a time line, note the important events in the European exploration of the East.



throughout Europe. Other European traders did not like this arrangement. Paying such high prices to the Italians severely cut into their own profits. By the 1400s, European merchants—as well as the new monarchs of England, Spain, Portugal, and France—sought to bypass the Italian merchants. This meant finding a sea route directly to Asia.

**The Spread of Christianity** The desire to spread Christianity also motivated Europeans to explore. The Crusades had left Europeans with a taste for spices, but more significantly with feelings of hostility between Christians and Muslims. European countries believed that they had a sacred duty not only to continue fighting Muslims, but also to convert non-Christians throughout the world.

Europeans hoped to obtain popular goods directly from the peoples of Asia. They also hoped to Christianize them. **Bartolomeu Dias**, an early Portuguese explorer, explained his motives: “To serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do.” **A**

**Technology Makes Exploration Possible** While “God, glory, and gold” were the primary motives for exploration, advances in technology made the voyages of discovery possible. During the 1200s, it would have been nearly impossible for a

European sea captain to cross 3,000 miles of ocean and return again. The main problem was that European ships could not sail against the wind. In the 1400s, shipbuilders designed a new vessel, the caravel. The caravel was sturdier than earlier vessels. In addition, triangular sails adopted from the Arabs allowed it to sail effectively against the wind.

Europeans also improved their navigational techniques. To better determine their location at sea, sailors used the astrolabe, which the Muslims had perfected. The astrolabe was a brass circle with carefully adjusted rings marked off in degrees. Using the rings to sight the stars, a sea captain could calculate latitude, or how far north or south of the equator the ship was. Explorers were also able to more accurately track direction by using a magnetic compass, a Chinese invention.

#### MAIN IDEA

##### Summarizing

**A** How might the phrase “God, glory, and gold” summarize the Europeans’ motives for exploration?

## History Makers



**Prince Henry**  
1394–1460

For his role in promoting Portuguese exploration, historians call Prince Henry “the Navigator.” Although he never went on voyages of discovery, Henry was consumed by the quest to find new lands and to spread Christianity. A devout Catholic, he wanted “to make increase in the faith of our lord Jesus Christ and bring to him all the souls that should be saved.”

To that end, Henry used his own fortune to organize more than 14 voyages along the western coast of Africa, which was previously unexplored by Europeans. As a result, Henry died in debt. The Portuguese crown spent more than 60 years paying off his debts.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Prince Henry, go to [classzone.com](http://classzone.com)

## Portugal Leads the Way

The leader in developing and applying these sailing innovations was Portugal. Located on the southwest corner of Europe, Portugal was the first European country to establish trading outposts along the west coast of Africa. Eventually, Portuguese explorers pushed farther east into the Indian Ocean.

**The Portuguese Explore Africa** Portugal took the lead in overseas exploration in part due to strong government support. The nation’s most enthusiastic supporter of exploration was **Prince Henry**, the son of Portugal’s king. Henry’s dreams of overseas exploration began in 1415 when he helped conquer the Muslim city of Ceuta in North Africa. There, he had his first glimpse of the dazzling wealth that lay beyond Europe. In Ceuta, the Portuguese invaders found exotic stores filled with pepper, cinnamon, cloves, and other spices. In addition, they encountered large supplies of gold, silver, and jewels.



## The Tools of Exploration

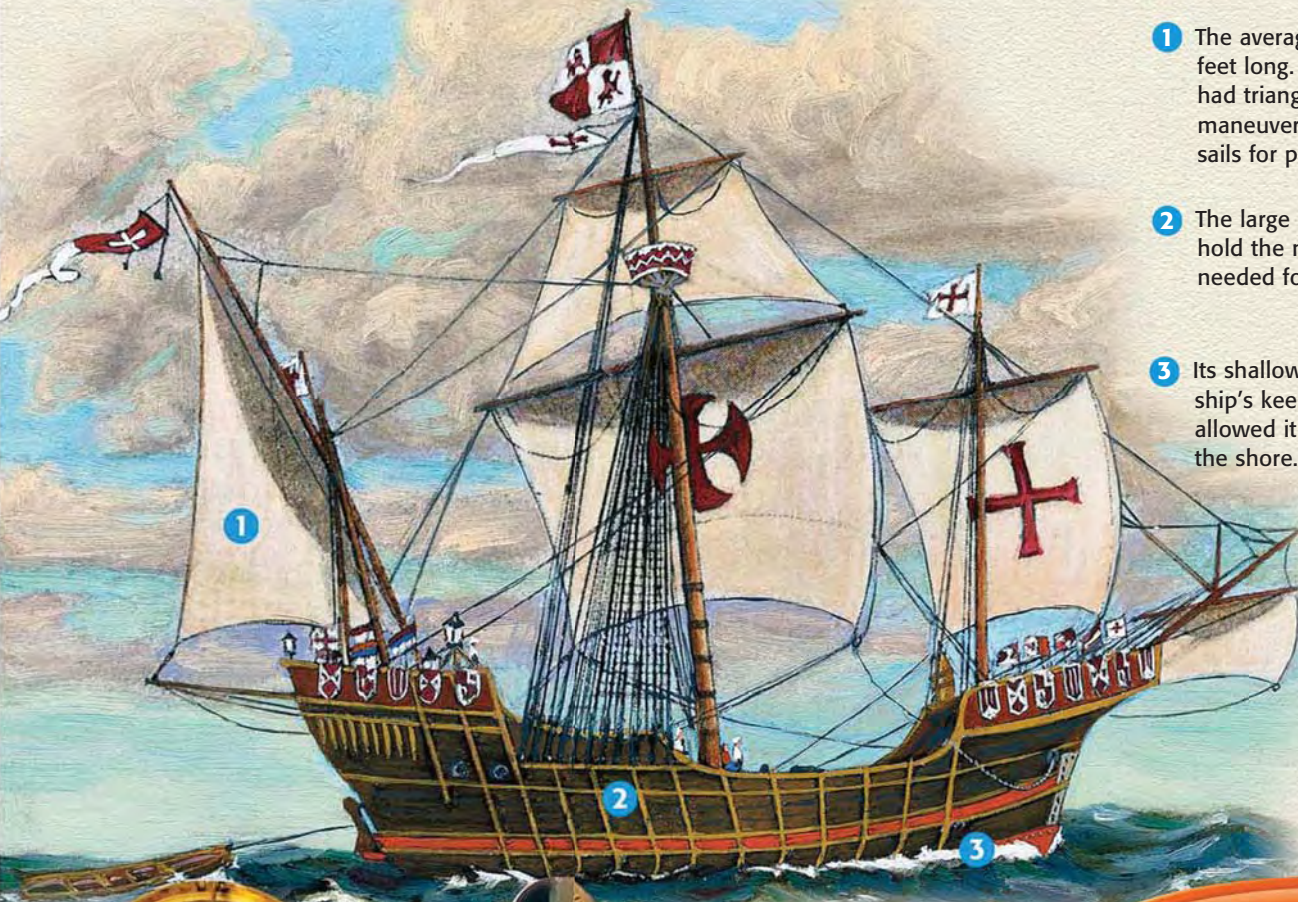
Out on the open seas, winds easily blew ships off course. With only the sun, moon, and stars to guide them, few sailors willingly ventured beyond the sight of land. In order to travel to distant places, European inventors and sailors experimented with new tools for navigation and new designs for sailing ships, often borrowing from other cultures.

**INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on the tools of exploration, go to [classzone.com](http://classzone.com)



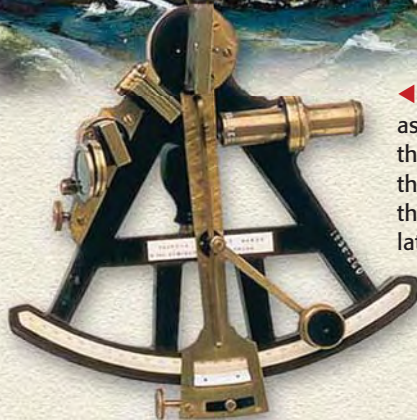
▲ Here, a French mariner uses an early navigation instrument that he has brought ashore to fix his ship's position. It was difficult to make accurate calculations aboard wave-tossed vessels.



- 1 The average caravel was 65 feet long. This versatile ship had triangular sails for maneuverability and square sails for power.
- 2 The large cargo area could hold the numerous supplies needed for long voyages.
- 3 Its shallow draft (depth of the ship's keel below the water) allowed it to explore close to the shore.



▲ This 17th-century compass is typical of those taken by navigators on voyages of exploration. The compass was invented by the Chinese.



◀ The sextant replaced the astrolabe in the mid-1700s as the instrument for measuring the height of the stars above the horizon—to determine latitude and longitude.

### Connect to Today

1. **Analyzing Motives** Why did inventors and sailors develop better tools for navigation?  
See Skillbuilder Handbook, page R16.
2. **Summarizing** What types of navigational or other tools do sailors use today? Choose one type of tool and write a brief explanation of what it does.

[PUBLISHER.COM](http://PUBLISHER.COM)



## History *in* Depth



### A Ship's Rations

The captain of a 17th-century sailing vessel, with a crew of 190 sailors, would normally order the following food items for a three-month trip:

- 8,000 pounds of salt beef; 2,800 pounds of salt pork; 600 pounds of salt cod; a few beef tongues
- 15,000 brown biscuits; 5,000 white biscuits
- 30 bushels of oatmeal; 40 bushels of dried peas; 1 1/2 bushels of mustard seed
- 1 barrel of salt; 1 barrel of flour
- 11 small wooden casks of butter; 1 large cask of vinegar
- 10,500 gallons of beer; 3,500 gallons of water; 2 large casks of cider

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Research food services aboard a modern U.S. warship and prepare a menu for a typical meal. Go to [classzone.com](http://classzone.com) for your research.

Henry returned to Portugal determined to reach the source of these treasures in the East. The prince also wished to spread the Christian faith. In 1419, Henry founded a navigation school on the southwestern coast of Portugal. Mapmakers, instrument makers, shipbuilders, scientists, and sea captains gathered there to perfect their trade.

Within several years, Portuguese ships began sailing down the western coast of Africa. By the time Henry died in 1460, the Portuguese had established a series of trading posts along western Africa's shores. There, they traded with Africans for such profitable items as gold and ivory. Eventually, they traded for African captives to be used as slaves. Having established their presence along the African coast, Portuguese explorers plotted their next move. They would attempt to find a sea route to Asia.

**Portuguese Sailors Reach Asia** The Portuguese believed that to reach Asia by sea, they would have to sail around the southern tip of Africa. In 1488, Portuguese captain Bartolomeu Dias ventured far down the coast of Africa until he and his crew reached the tip. As they arrived, a huge storm rose and battered the fleet for days. When the storm ended, Dias realized his ships had been blown around the tip to the other side. Dias explored the southeast coast of Africa and then considered sailing to India. However, his crew was exhausted and food supplies were low. As a result, the captain returned home.

With the tip of Africa finally rounded, the Portuguese continued pushing east. In 1497, Portuguese explorer **Vasco da Gama** began exploring the east African coast. In 1498, he reached the port of Calicut, on the southwestern coast of India. Da Gama and his crew were amazed by the spices, rare silks, and precious gems that filled Calicut's shops. The Portuguese sailors filled their ships with such spices as pepper and cinnamon and returned to Portugal in 1499. Their cargo was worth 60 times the cost of the voyage. Da Gama's remarkable voyage of 27,000 miles had given Portugal a direct sea route to India.

## Spain Also Makes Claims

As the Portuguese were establishing trading posts along the west coast of Africa, Spain watched with increasing envy. The Spanish monarchs also desired a direct sea route to Asia.

In 1492, an Italian sea captain, Christopher Columbus, convinced Spain to finance a bold plan: finding a route to Asia by sailing west across the Atlantic Ocean. In October of that year, Columbus reached an island in the Caribbean. He was mistaken in his thought that he had reached the East Indies. But his voyage would open the way for European colonization of the Americas—a process that would forever change the world. The immediate impact of Columbus's voyage, however, was to increase tensions between Spain and Portugal.

The Portuguese believed that Columbus had indeed reached Asia. Portugal suspected that Columbus had claimed for Spain lands that Portuguese sailors might



#### MAIN IDEA

#### Analyzing Issues

**B** How did the Treaty of Tordesillas ease tensions between Spain and Portugal?

have reached first. The rivalry between Spain and Portugal grew more tense. In 1493, Pope Alexander VI stepped in to keep peace between the two nations. He suggested an imaginary dividing line, drawn north to south, through the Atlantic Ocean. All lands to the west of the line, known as the Line of Demarcation, would be Spain's. These lands included most of the Americas. All lands to the east of the line would belong to Portugal.

Portugal complained that the line gave too much to Spain. So it was moved farther west to include parts of modern-day Brazil for the Portuguese. In 1494, Spain and Portugal signed the [Treaty of Tordesillas](#), in which they agreed to honor the line. The era of exploration and colonization was about to begin in earnest. **B**

## Trading Empires in the Indian Ocean

With da Gama's voyage, Europeans had finally opened direct sea trade with Asia. They also opened an era of violent conflict in the East. European nations scrambled to establish profitable trading outposts along the shores of South and Southeast Asia. And all the while they battled the region's inhabitants, as well as each other.

**Portugal's Trading Empire** In the years following da Gama's voyage, Portugal built a bustling trading empire throughout the Indian Ocean. As the Portuguese moved into the region, they took control of the spice trade from Muslim merchants. In 1509, Portugal extended its control over the area when it defeated a Muslim fleet off the coast of India, a victory made possible by the cannons they had added aboard their ships.

Portugal strengthened its hold on the region by building a fort at Hormuz in 1514. It established control of the Straits of Hormuz, connecting the Persian Gulf and Arabian Sea, and helped stop Muslim traders from reaching India.

In 1510, the Portuguese captured Goa, a port city on India's west coast. They made it the capital of their trading empire. They then sailed farther east to Indonesia, also known as the East Indies. In 1511, a Portuguese fleet attacked the city of Malacca on the west coast of the Malay Peninsula. In capturing the town, the Portuguese seized control of the Strait of Malacca. Seizing this waterway gave them control of the Moluccas. These were islands so rich in spices that they became known as the Spice Islands.

In convincing his crew to attack Malacca, Portuguese sea captain Afonso de Albuquerque stressed his country's intense desire to crush the Muslim-Italian domination over Asian trade:

#### MAIN IDEA

#### Analyzing Primary Sources

**C** What did de Albuquerque see as the outcome of a Portuguese victory at Malacca?

#### PRIMARY SOURCE **C**

If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. . . . I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries . . . [be] . . . conveyed except that which her merchants go and buy in Portugal.

**AFONSO DE ALBUQUERQUE**, from *The Commentaries of the Great Afonso Dalbuquerque*



Portugal did break the old Muslim-Italian domination on trade from the East, much to the delight of European consumers. Portuguese merchants brought back goods from Asia at about one-fifth of what they cost when purchased through the Arabs and Italians. As a result, more Europeans could afford these items.

## Europeans in the East, 1487–1700

INTERACTIVE



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Why would a fort at Hormuz help the Portuguese to stop trade between the Arabian Peninsula and India?
- Region** Where was the Dutch influence the greatest?

In time, Portugal's success in Asia attracted the attention of other European nations. As early as 1521, a Spanish expedition led by Ferdinand Magellan arrived in the Philippines. Spain claimed the islands and began settling them in 1565. By the early 1600s, the rest of Europe had begun to descend upon Asia. They wanted to establish their own trade empires in the East.

**Other Nations Challenge the Portuguese** Beginning around 1600, the English and Dutch began to challenge Portugal's dominance over the Indian Ocean trade. The Dutch Republic, also known as the Netherlands, was a small country situated along the North Sea in northwestern Europe. Since the early 1500s, Spain had ruled the area. In 1581, the people of the region declared their independence from Spain and established the Dutch Republic.

In a short time, the Netherlands became a leading sea power. By 1600, the Dutch owned the largest fleet of ships in the world—20,000 vessels. Pressure from Dutch and also English fleets eroded Portuguese control of the Asian region. The Dutch and English then battled one another for dominance of the area.

Both countries had formed an East India Company to establish and direct trade throughout Asia. These companies had the power to mint money, make treaties, and even raise their own armies. The **Dutch East India Company** was richer and more powerful than England's company. As a result, the Dutch eventually drove out the English and established their dominance over the region. **D**

**Dutch Trade Outposts** In 1619, the Dutch established their trading headquarters at Batavia on the island of Java. From there, they expanded west to

### MAIN IDEA

#### Analyzing Issues

**D** How were the Dutch able to dominate the Indian Ocean trade?



conquer several nearby islands. In addition, the Dutch seized both the port of Malacca and the valuable Spice Islands from Portugal. Throughout the 1600s, the Netherlands increased its control over the Indian Ocean trade. With so many goods from the East traveling to the Netherlands, the nation's capital, Amsterdam, became a leading commercial center. By 1700, the Dutch ruled much of Indonesia and had trading posts in several Asian countries. They also controlled the Cape of Good Hope on the southern tip of Africa, which was used as a resupply stop.

**British and French Traders** By 1700 also, Britain and France had gained a foothold in the region. Having failed to win control of the larger area, the English East India Company focused much of its energy on establishing outposts in India. There, the English developed a successful business trading Indian cloth in Europe. In 1664, France also entered the Asia trade with its own East India Company. It struggled at first, as it faced continual attacks by the Dutch. Eventually, the French company established an outpost in India in the 1720s. However, it never showed much of a profit.

As the Europeans battled for a share of the profitable Indian Ocean trade, their influence inland in Southeast Asia remained limited. European traders did take control of many port cities in the region. But their impact rarely spread beyond the ports. From 1500 to about 1800, when Europeans began to conquer much of the region, the peoples of Asia remained largely unaffected by European contact. As the next two sections explain, European traders who sailed farther east to seek riches in China and Japan had even less success in spreading Western culture. **E**

#### MAIN IDEA

#### Recognizing Effects

**E** How did the arrival of Europeans affect the peoples of the East in general?

## Connect to Today



### Trading Partners

Global trade is important to the economies of Asian countries now just as it was when the region first began to export spices, silks, and gems centuries ago. Today, a variety of products, including automobiles and electronic goods, as well as tea and textiles, are shipped around the world. (Hong Kong harbor is pictured.)

Regional trade organizations help to strengthen economic cooperation among Asian nations and promote international trade. They include the Association of Southeast Asian Nations (ASEAN) and the South Asian Association for Regional Cooperation (SAARC).

## SECTION

# 1

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

### USING YOUR NOTES

2. Which event in the European exploration of the East is the most significant? Explain with references from the text.



### MAIN IDEAS

3. What role did the Renaissance play in launching an age of exploration?
4. What was Prince Henry's goal and who actually achieved it?
5. What European countries were competing for Asian trade during the age of exploration?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What did the Treaty of Tordesillas reveal about Europeans' attitudes toward non-European lands and peoples?
7. **ANALYZING MOTIVES** What were the motives behind European exploration in the 1400s? Explain.
8. **RECOGNIZING EFFECTS** In what ways did Europeans owe some of their sailing technology to other peoples?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Review "The Tools of Exploration" on page 531. Write a one-paragraph **opinion piece** on which technological advancement was the most important for European exploration.

### CONNECT TO TODAY WRITING A DESCRIPTION

Research the Global Positioning System (GPS). Then write a brief **description** of this modern navigation system.



# China Limits European Contacts

## MAIN IDEA

### CULTURAL INTERACTION

Advances under the Ming and Qing dynasties left China uninterested in European contact.

## WHY IT MATTERS NOW

China's independence from the West continues today, even as it forges new economic ties with the outside world.

## TERMS & NAMES

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

**SETTING THE STAGE** The European voyages of exploration had led to opportunities for trade. Europeans made healthy profits from trade in the Indian Ocean region. They began looking for additional sources of wealth. Soon, European countries were seeking trade relationships in East Asia, first with China and later with Japan. By the time Portuguese ships dropped anchor off the Chinese coast in 1514, the Chinese had driven out their Mongol rulers and had united under a new dynasty.

## TAKING NOTES

**Summarizing** Use a chart to summarize relevant facts about each emperor.

Emperor	Facts
1.	1.
2.	2.
3.	3.

## China Under the Powerful Ming Dynasty

China had become the dominant power in Asia under the [Ming Dynasty](#) (1368–1644). In recognition of China's power, vassal states from Korea to Southeast Asia paid their Ming overlords regular tribute, which is a payment by one country to another to acknowledge its submission. China expected Europeans to do the same. Ming rulers were not going to allow outsiders from distant lands to threaten the peace and prosperity the Ming had brought to China when they ended Mongol rule.

**The Rise of the Ming** A peasant's son, [Hongwu](#), commanded the rebel army that drove the Mongols out of China in 1368. That year, he became the first Ming emperor. Hongwu continued to rule from the former Yuan capital of Nanjing in the south. (See the map on page 527.) He began reforms designed to restore agricultural lands devastated by war, erase all traces of the Mongol past, and promote China's power and prosperity. Hongwu's agricultural reforms increased rice production and improved irrigation. He also encouraged fish farming and growing commercial crops, such as cotton and sugar cane.

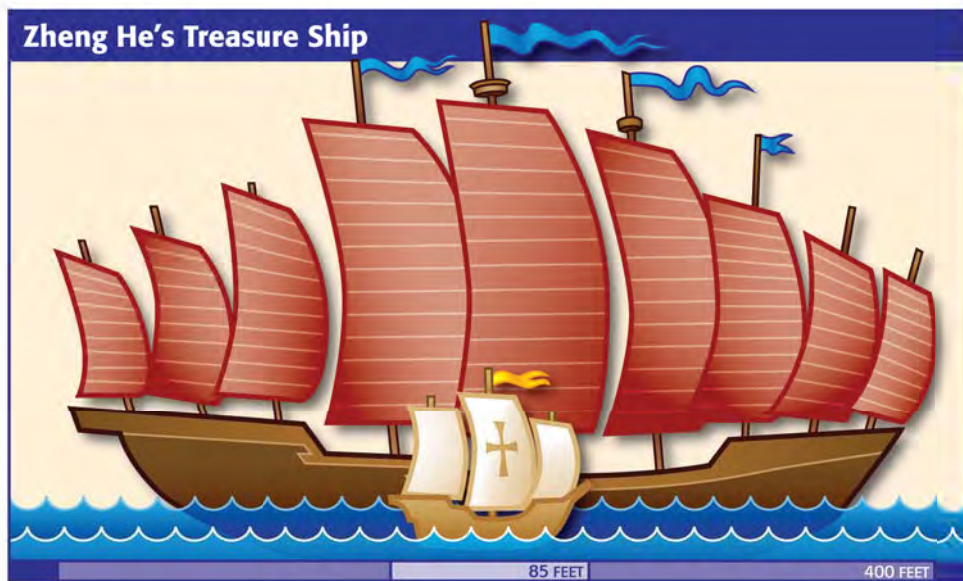
Hongwu used respected traditions and institutions to bring stability to China. For example, he encouraged a return to Confucian moral standards. He improved imperial administration by restoring the merit-based civil service examination system. Later in his rule, however, when problems developed, Hongwu became a ruthless tyrant. Suspecting plots against his rule everywhere, he conducted purges of the government, killing thousands of officials.

Hongwu's death in 1398 led to a power struggle. His son [Yonglo](#) (yung•lu) emerged victorious. Yonglo continued many of his father's policies, although he moved the royal court to Beijing. (See the Forbidden City feature on page 538.)

▼ Porcelain vase from the Ming Dynasty







◀ Zheng He's treasure ship compared with Christopher Columbus's *Santa Maria*

Yonglo also had a far-ranging curiosity about the outside world. In 1405, before Europeans began to sail beyond their borders, he launched the first of seven voyages of exploration. He hoped they would impress the world with the power and splendor of Ming China. He also wanted to expand China's tribute system.

**The Voyages of Zheng He** A Chinese Muslim admiral named **Zheng He** (jung huh) led all of the seven voyages. His expeditions were remarkable for their size. Everything about them was large—distances traveled, fleet size, and ship measurements. The voyages ranged from Southeast Asia to eastern Africa. From 40 to 300 ships sailed in each expedition. Among them were fighting ships, storage vessels, and huge “treasure” ships measuring more than 400 feet long. The fleet's crews numbered over 27,000 on some voyages. They included sailors, soldiers, carpenters, interpreters, accountants, doctors, and religious leaders. Like a huge floating city, the fleet sailed from port to port along the Indian Ocean.

Everywhere Zheng He went, he distributed gifts including silver and silk to show Chinese superiority. As a result, more than 16 countries sent tribute to the Ming court. Even so, Chinese scholar-officials complained that the voyages wasted valuable resources that could be used to defend against barbarians' attacks on the northern frontier. After the seventh voyage, in 1433, China withdrew into isolation. **A**

**Ming Relations with Foreign Countries** China's official trade policies in the 1500s reflected its isolation. To keep the influence of outsiders to a minimum, only the government was to conduct foreign trade, and only through three coastal ports, Canton, Macao, and Ningbo. In reality, trade flourished up and down the coast. Profit-minded merchants smuggled cargoes of silk, porcelain, and other valuable goods out of the country into the eager hands of European merchants. Usually, Europeans paid for purchases with silver, much of it from mines in the Americas.

Demand for Chinese goods had a ripple effect on the economy. Industries such as silk-making and ceramics grew rapidly. Manufacturing and commerce increased. But China did not become highly industrialized for two main reasons. First, the idea of commerce offended China's Confucian beliefs. Merchants, it was said, made their money “supporting foreigners and robbery.” Second, Chinese economic policies traditionally favored agriculture. Taxes on agriculture stayed low. Taxes on manufacturing and trade skyrocketed.

Christian missionaries accompanied European traders into China. They brought Christianity and knowledge of European science and technology, such as the clock. The first missionary to have an impact was an Italian Jesuit named Matteo Ricci. He

#### MAIN IDEA

#### Making Inferences

**A** What do you think the people of other countries thought about China after one of Zheng He's visits?

## The Forbidden City

When Yonglo moved the Chinese capital to Beijing, he ordered the building of a great palace complex to symbolize his power and might. Construction took 14 years, from 1406 to 1420. Red walls 35 feet in height surrounded the complex, which had dozens of buildings, including palaces and temples. The complex became known as the Forbidden City because commoners and foreigners were not allowed to enter.



### ▲ Hall of Supreme Harmony

Taihe Hall, or the Hall of Supreme Harmony, is the largest building in the compound. It measures 201 by 122 feet and stands about 125 feet high. This hall was used for important ceremonies, such as those marking the emperor's birthday or the day the crown prince took the throne.



### ▲ Hall of Central Harmony

Zhonghe Hall, or the Hall of Central Harmony, was a smaller square building between the two main halls. It was a sort of private office where the emperor could stop to rest on his way to ceremonies.



### ▼ Nine-Dragon Wall

This wall, or screen, of glazed tiles shows nine dragons playing with pearls against a background of sea and sky. From ancient times, the dragon was the symbol of the imperial family. This is the largest of three famous nine-dragon screens that exist in China.



### SKILLBUILDER: Interpreting Visuals

- Analyzing Motives** Why do you think the emperor wanted to keep common people out of the Forbidden City?
- Drawing Conclusions** What aspects of the Forbidden City helped to convey the power of the emperor?



gained special favor at the Ming court through his intelligence and fluency in Chinese. Still, many educated Chinese opposed the European and Christian presence.

## Manchus Found the Qing Dynasty

By 1600, the Ming had ruled for more than 200 years, and the dynasty was weakening. Its problems grew—ineffective rulers, corrupt officials, and a government that was out of money. Higher taxes and bad harvests pushed millions of peasants toward starvation. Civil strife and rebellion followed.

Northeast of the Great Wall lay Manchuria. In 1644, the **Manchus** (MAN•chooz), the people of that region, invaded China and the Ming Dynasty collapsed. The Manchus seized Beijing, and their leader became China's new emperor. As the Mongols had done in the 1300s, the Manchus took a Chinese name for their dynasty, the **Qing** (chihng) **Dynasty**. They would rule for more than 260 years and expand China's borders to include Taiwan, Chinese Central Asia, Mongolia, and Tibet.

**China Under the Qing** Many Chinese resisted rule by the non-Chinese Manchus. Rebellions flared up periodically for decades. The Manchus, however, slowly earned the people's respect. They upheld China's traditional Confucian beliefs and social structures. They made the country's frontiers safe and restored China's prosperity. Two powerful Manchu rulers contributed greatly to the acceptance of the new dynasty.

The first, **Kangxi** (kahng•shee), became emperor in 1661 and ruled for some 60 years. He reduced government expenses and lowered taxes. A scholar and patron of the arts, Kangxi gained the support of intellectuals by offering them government positions. He also enjoyed the company of the Jesuits at court. They told him about developments in science, medicine, and mathematics in Europe. Under his grandson Qian-long (chyahn•lung), who ruled from 1736 to 1795, China reached its greatest size and prosperity. An industrious emperor like his grandfather, Qian-long often rose at dawn to work on the empire's problems. These included armed nomads on its borders and the expanding presence of European missionaries and merchants in China.

**Manchus Continue Chinese Isolation** To the Chinese, their country—called the Middle Kingdom—had been the cultural center of the universe for 2,000 years. If foreign states wished to trade with China, they would have to follow Chinese rules. These rules included trading only at special ports and paying tribute.

The Dutch were masters of the Indian Ocean trade by the time of Qian-long. They accepted China's restrictions. Their diplomats paid tribute to the emperor through gifts and by performing the required "kowtow" ritual. This ritual involved kneeling in front of the emperor and touching one's head to the ground nine times. As a result, the Chinese accepted the Dutch as trading partners. The Dutch returned home with traditional porcelains and silk, as well as a new trade item, tea. By 1800, tea would make up 80 percent of shipments to Europe. **B**

Great Britain also wanted to increase trade with China. But the British did not like China's trade restrictions. In 1793, Lord George Macartney delivered a letter from King George III to Qian-long. It asked for a better trade arrangement,

## History Makers



**Kangxi**  
**1654–1722**

The emperor Kangxi had too much curiosity to remain isolated in the Forbidden City. To calm the Chinese in areas devastated by the Manchu conquest, Kangxi set out on a series of "tours."

*On tours I learned about the common people's grievances by talking with them. . . . I asked peasants about their officials, looked at their houses, and discussed their crops.*

In 1696, with Mongols threatening the northern border, Kangxi exhibited leadership unheard of in later Ming times. Instead of waiting in the palace for reports, he personally led 80,000 troops to victory over the Mongols.

### MAIN IDEA

#### Making Inferences

**B** Why do you think the kowtow ritual was so important to the Chinese emperor?

including Chinese acceptance of British manufactured goods. Macartney refused to kowtow, and Qian-long denied Britain's request. As the emperor made clear in a letter to the king, China was self-sufficient and did not need the British:

#### PRIMARY SOURCE

There is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures.

**QIAN-LONG**, from a letter to King George III of Great Britain

In the 1800s, the British, Dutch, and others would attempt to chip away at China's trade restrictions until the empire itself began to crack, as Chapter 28 will describe.

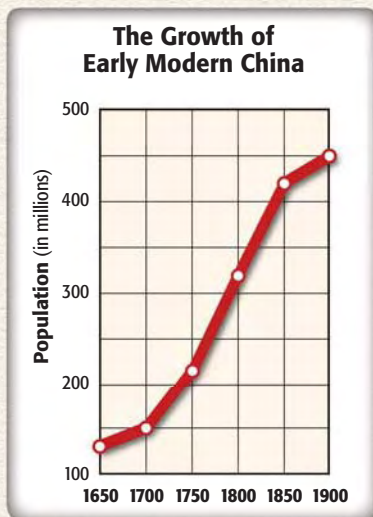
**Korea Under the Manchus** In 1636, even before they came to power in China, the Manchus conquered nearby Korea and made it a vassal state. Although Korea remained independent it existed in China's shadow. Koreans organized their government according to Confucian principles. They also adopted China's technology, its culture, and especially its policy of isolation.

When the Manchus established the Qing dynasty, Korea's political relationship with China did not change. But Korea's attitude did. The Manchu invasion, combined with a Japanese attack in the 1590s, provoked strong feelings of nationalism in the Korean people. This sentiment was most evident in their art. Instead of traditional Chinese subjects, many artists chose to show popular Korean scenes.

## Social History

### China's Population Boom

China's population grew dramatically from 1650 to 1900. General peace and increased agricultural productivity were the causes.



#### SKILLBUILDER: Interpreting Graphs

**Comparing** By what percentage did China's population increase between 1650 and 1900?



▲ A Chinese family prepares for a wedding in the 1800s.



## Life in Ming and Qing China

In the 1600s and 1700s, there was general peace and prosperity in China. Life improved for most Chinese.

**Families and the Role of Women** Most Chinese families had farmed the land the same way their ancestors had. However, during the Qing Dynasty, irrigation and fertilizer use increased. Farmers grew rice and new crops, such as corn and sweet potatoes, brought by Europeans from the Americas. As food production increased, nutrition improved and families expanded. A population explosion followed.

These expanded Chinese families favored sons over daughters. Only a son was allowed to perform vital religious rituals. A son also would raise his own family under his parents' roof, assuring aging parents of help with the farming. As a result, females were not valued, and many female infants were killed. Although men dominated the household and their wives, women had significant responsibilities. Besides working in the fields, they supervised the children's education and managed the family's finances. While most women were forced to remain secluded in their homes, some found outside jobs such as working as midwives or textile workers.

**Cultural Developments** The culture of early modern China was based mainly on traditional forms. The great masterpiece of traditional Chinese fiction was written during this period. *Dream of the Red Chamber* by Cao Zhan examines upper class Manchu society in the 1700s. Most artists of the time painted in traditional styles, which valued technique over creativity. In pottery, technical skill as well as experimentation led to the production of high-quality ceramics, including porcelain. Drama was a popular entertainment, especially in rural China where literacy rates were low. Plays that presented Chinese history and cultural heroes entertained and also helped unify Chinese society by creating a national culture. 🗨️

While China preserved its traditions in isolation, another civilization that developed in seclusion—the Japanese—was in conflict, as you will read in Section 3.



▲ These 12th-century Chinese women work outside the home making silk.

### Vocabulary

A *midwife* is a woman trained to assist women in childbirth.

### MAIN IDEA

#### Making Inferences

🗨️ What was the effect of the emphasis on tradition in early modern China?

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

### USING YOUR NOTES

2. Which of these emperors was most influential? Explain with text references.

Emperor	Facts
1.	1.
2.	2.
3.	3.

### MAIN IDEAS

3. How did Beijing become the capital of China?
4. What evidence indicates that China lost interest in contacts abroad after 1433?
5. What did Christian missionaries bring to China?

### CRITICAL THINKING & WRITING

6. **MAKING DECISIONS** Do you think Lord George Macartney should have kowtowed to Emperor Qian-long? Why?
7. **ANALYZING CAUSES** What factors, both within China and outside its borders, contributed to the downfall of the Ming Dynasty?
8. **DRAWING CONCLUSIONS** What was Korea's relationship with China under the Qing Dynasty?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Choose one emperor of China and write a one-paragraph **biography** using the information you listed in your Taking Notes chart and from the text.

### CONNECT TO TODAY WRITING AN ESSAY

Learn more about popular culture in China today. Then write a two-paragraph **expository essay** on some form of popular entertainment in the arts or sports.



# Japan Returns to Isolation

## MAIN IDEA

**ECONOMICS** The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

## WHY IT MATTERS NOW

Even now, Japan continues to limit and control dealings with foreigners, especially in the area of trade.

## TERMS & NAMES

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

**SETTING THE STAGE** In the 1300s, the unity that had been achieved in Japan in the previous century broke down. Shoguns, or military leaders, in the north and south fiercely fought one another for power. Although these two rival courts later came back together at the end of the century, a series of politically weak shoguns let control of the country slip from their grasp. The whole land was torn by factional strife and economic unrest. It would be centuries before Japan would again be unified.

## TAKING NOTES

**Comparing** Use a chart to compare the achievements of the daimyos who unified Japan.

Daimyo	Achievements

## A New Feudalism Under Strong Leaders

In 1467, civil war shattered Japan's old feudal system. The country collapsed into chaos. Centralized rule ended. Power drained away from the shogun to territorial lords in hundreds of separate domains.

**Local Lords Rule** A violent era of disorder followed. This time in Japanese history, which lasted from 1467 to 1568, is known as the Sengoku, or "Warring States," period. Powerful samurai seized control of old feudal estates. They offered peasants and others protection in return for their loyalty. These warrior-chieftains, called **daimyo** (DY•mee•OH), became lords in a new kind of Japanese feudalism. Daimyo meant "great name." Under this system, security came from this group of powerful warlords. The emperor at Kyoto became a figurehead, having a leadership title but no actual power.

The new Japanese feudalism resembled European feudalism in many ways. The daimyo built fortified castles and created small armies of samurai on horses. Later they added foot soldiers with muskets (guns) to their ranks. Rival daimyo often fought each other for territory. This led to disorder throughout the land.

**New Leaders Restore Order** A number of ambitious daimyo hoped to gather enough power to take control of the entire country. One, the brutal and ambitious **Oda Nobunaga** (oh•dah noh•boo•nah•gah), defeated his rivals and seized the imperial capital Kyoto in 1568.

Following his own motto "Rule the empire by force," Nobunaga sought to eliminate his remaining enemies. These included rival daimyo as well as wealthy Buddhist monasteries aligned with them. In 1575, Nobunaga's 3,000 soldiers armed with muskets crushed an enemy force of samurai cavalry. This was the first time firearms had been used effectively in battle in Japan. However,

Samurai armor, 16th c. ▼







▲ Himeji Castle, completed in the 17th century, is near Kyoto.

#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Why might Edo have been a better site for a capital in the 17th century than Kyoto?
- Region** About what percentage of Japan was controlled by Tokugawa or related households when Tokugawa Ieyasu took power in the early 1600s?

Nobunaga was not able to unify Japan. He committed *seppuku*, the ritual suicide of a samurai, in 1582, when one of his own generals turned on him.

Nobunaga's best general, **Toyotomi Hideyoshi** (toh•you•toh•mee hee•deh•yoh•shee), continued his fallen leader's mission. Hideyoshi set out to destroy the daimyo that remained hostile. By 1590, by combining brute force with shrewd political alliances, he controlled most of the country. Hideyoshi did not stop with Japan. With the idea of eventually conquering China, he invaded Korea in 1592 and began a long campaign against the Koreans and their Ming Chinese allies. When Hideyoshi died in 1598, his troops withdrew from Korea.

**Tokugawa Shogunate Unites Japan** One of Hideyoshi's strongest daimyo allies, Tokugawa Ieyasu (toh•koo•gah•wah ee•yeh•yah•soo), completed the unification of Japan. In 1600, Ieyasu defeated his rivals at the Battle of Sekigahara. His victory earned him the loyalty of daimyo throughout Japan. Three years later, Ieyasu became the sole ruler, or shogun. He then moved Japan's capital to his power base at Edo, a small fishing village that would later become the city of Tokyo.

Japan was unified, but the daimyo still governed at the local level. To keep them from rebelling, Ieyasu required that they spend every other year in the capital. Even when they returned to their lands, they had to leave their families behind as hostages in Edo. Through this "alternate attendance policy" and other restrictions, Ieyasu tamed the daimyo. This was a major step toward restoring centralized government to Japan. As a result, the rule of law overcame the rule of the sword. **A**

#### MAIN IDEA

#### Drawing Conclusions

**A** How would the "alternate attendance policy" restrict the daimyo?

Ieyasu founded the **Tokugawa Shogunate**, which would hold power until 1867. On his deathbed in 1616, Ieyasu advised his son, Hidetada, “Take care of the people. Strive to be virtuous. Never neglect to protect the country.” Most Tokugawa shoguns followed that advice. Their rule brought a welcome order to Japan.

#### Vocabulary

A *shogunate* is the administration or rule of a shogun.

## Life in Tokugawa Japan

Japan enjoyed more than two and a half centuries of stability, prosperity, and isolation under the Tokugawa shoguns. Farmers produced more food, and the population rose. Still, the vast majority of peasants, weighed down by heavy taxes, led lives filled with misery. The people who prospered in Tokugawa society were the merchant class and the wealthy. However, everyone, rich and poor alike, benefited from a flowering of Japanese culture during this era.

**Society in Tokugawa Japan** Tokugawa society was very structured. (See Feudalism feature on page 361.) The emperor had the top rank but was just a figurehead. The actual ruler was the shogun, who was the supreme military commander. Below him were the daimyo, the powerful landholding samurai. Samurai warriors came next. The peasants and artisans followed them. Peasants made up about four-fifths of the population. Merchants were at the bottom, but they gradually became more important as the Japanese economy expanded.

In Japan, as in China, Confucian values influenced ideas about society. According to Confucius, the ideal society depended on agriculture, not commerce. Farmers, not merchants, made ideal citizens. In the real world of Tokugawa Japan, however, peasant farmers bore the main tax burden and faced more difficulties than any other class. Many of them abandoned farm life and headed for the expanding towns and cities. There, they mixed with samurai, artisans, and merchants.

By the mid-1700s, Japan began to shift from a rural to an urban society. Edo had grown from a small village in 1600 to perhaps the largest city in the world. Its population was more than 1 million. The rise of large commercial centers also increased employment opportunities for women. Women found jobs in entertainment, textile manufacturing, and publishing. Still, the majority of Japanese women led sheltered and restricted lives as peasant wives. They worked in the fields, managed the household, cared for the children, and each woman obeyed her husband without question.

**Culture Under the Tokugawa Shogunate** Traditional culture continued to thrive. Samurai attended ceremonial *noh* dramas, which were based on tragic themes. They read tales of ancient warriors and their courage in battle. In their homes, they hung paintings that showed scenes from classical literature. But traditional entertainment faced competition in the cities from new styles of literature, drama, and art.

Townspeople read a new type of fiction, realistic stories about self-made merchants or the hardships of life. The people also read **haiku** (HY•koo), 5-7-5-syllable, 3-line verse poetry. This poetry presents images rather than ideas. For example, Matsuo Basho, the greatest haiku poet, wrote before his death in 1694:

#### PRIMARY SOURCE

On a journey, ailing—  
My dreams roam about  
Over a withered moor.


**MATSUO BASHO**, from *Matsuo Basho*

Tabi ni yande  
Yume wa Karen o  
Kakemeguru

**MATSUO BASHO**, in Japanese

#### MAIN IDEA

#### Analyzing Primary Sources

 How is Matsuo Basho's haiku a poem about death?



Townspeople also attended **kabuki** theater. Actors in elaborate costumes, using music, dance, and mime, performed skits about modern life. The paintings the people enjoyed were often woodblock prints showing city life.



## Kabuki Theater

Kabuki is a traditional form of Japanese theater. It makes use of extravagant costumes, masklike makeup, and exaggerated postures and gestures. The illustrations to the right show a contemporary actor and a 19th-century performer playing warriors.

Although kabuki was created by a woman, all roles, both male and female, are performed by men. Kabuki plays are about grand historical events or the everyday life of people in Tokugawa Japan.

For 400 years, kabuki has provided entertainment for the Japanese people. And more recently, kabuki has been performed for audiences around the world, including the United States. Major centers for kabuki theater in Japan are Tokyo, Kyoto, and Osaka.



## Contact Between Europe and Japan

Europeans began coming to Japan in the 16th century, during the Warring States period. Despite the severe disorder in the country, the Japanese welcomed traders and missionaries, from Portugal and, later, other European countries. These newcomers introduced fascinating new technologies and ideas. Within a century, however, the aggressive Europeans had worn out their welcome.

**Portugal Sends Ships, Merchants, and Technology to Japan** The Japanese first encountered Europeans in 1543, when shipwrecked Portuguese sailors washed up on the shores of southern Japan. Portuguese merchants soon followed. They hoped to involve themselves in Japan's trade with China and Southeast Asia. The Portuguese brought clocks, eyeglasses, tobacco, firearms, and other unfamiliar items from Europe. Japanese merchants, eager to expand their markets, were happy to receive the newcomers and their goods. C

### MAIN IDEA

#### Analyzing Motives

C Why did Europeans want to open trade with Japan?

The daimyo, too, welcomed the strangers. They were particularly interested in the Portuguese muskets and cannons, because every daimyo sought an advantage over his rivals. One of these warlords listened intently to a Japanese observer's description of a musket:

### PRIMARY SOURCE

In their hands they carried something two or three feet long, straight on the outside with a passage inside, and made of a heavy substance. . . . This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly.

ANONYMOUS JAPANESE WRITER, quoted in *Sources of Japanese Tradition* (1958)

The Japanese purchased weapons from the Portuguese and soon began their own production. Firearms forever changed the time-honored tradition of the Japanese warrior, whose principal weapon had been the sword. Some daimyo recruited and trained corps of peasants to use muskets. Many samurai, who retained the sword as their principal weapon, would lose their lives to musket fire in future combat.



The cannon also had a huge impact on warfare and life in Japan. Daimyo had to build fortified castles to withstand the destructive force of cannonballs. (See the photograph of Himeji Castle on page 543.) The castles attracted merchants, artisans, and others to surrounding lands. Many of these lands were to grow into the towns and cities of modern Japan, including Edo (Tokyo), Osaka, Himeji, and Nagoya.

**Christian Missionaries in Japan** In 1549, Christian missionaries began arriving in Japan. The Japanese accepted the missionaries in part because they associated them with the muskets and other European goods that they wanted to purchase. However, the religious orders of Jesuits, Franciscans, and Dominicans came to convert the Japanese.

Francis Xavier, a Jesuit, led the first mission to Japan. He wrote that the Japanese were “very sociable. . . and much concerned with their honor, which they prize above everything else.” Francis Xavier baptized about a hundred converts before he left Japan. By the year 1600, other European missionaries had converted about 300,000 Japanese to Christianity.

The success of the missionaries upset Tokugawa Ieyasu. He found aspects of the Christian invasion troublesome. Missionaries, actively seeking converts, scorned traditional Japanese beliefs and sometimes involved themselves in local politics. At first, Ieyasu did not take any action. He feared driving off the Portuguese, English, Spanish, and Dutch traders who spurred Japan’s economy. By 1612, however, the shogun had come to fear religious uprisings more. He banned Christianity and focused on ridding his country of all Christians.

Ieyasu died in 1616, but repression of Christianity continued off and on for the next two decades under his successors. In 1637, the issue came to a head. An uprising in southern Japan of some 30,000 peasants, led by dissatisfied samurai, shook the Tokugawa shogunate. Because so many of the rebels were Christian, the shogun decided that Christianity was at the root of the rebellion. After that, the shoguns ruthlessly persecuted Christians. European missionaries were killed or driven out of Japan. All Japanese were forced to demonstrate faithfulness to some branch of Buddhism. These policies eventually eliminated Christianity in Japan and led to the formation of an exclusion policy. **D**

▼ Japanese merchants and Jesuit missionaries await the arrival of a Portuguese ship at Nagasaki in the 1500s in this painting on wood panels.

#### MAIN IDEA

#### Comparing

**D** How was the treatment of Europeans different in Japan and China? How was it similar?





## The Closed Country Policy

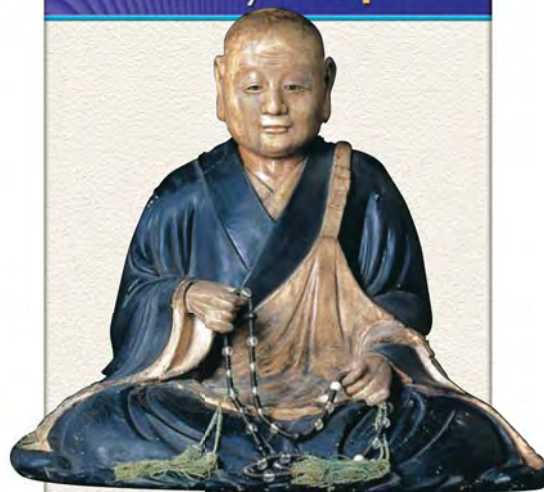
The persecution of Christians was part of an attempt to control foreign ideas. When Europeans first arrived, no central authority existed to contain them. The strong leaders who later took power did not like the introduction of European ideas and ways, but they valued European trade. As time passed, the Tokugawa shoguns realized that they could safely exclude both the missionaries and the merchants. By 1639, they had sealed Japan's borders and instituted a "closed country policy."

**Japan in Isolation** Most commercial contacts with Europeans ended. One port, Nagasaki, remained open to foreign traders. But only Dutch and Chinese merchants were allowed into the port. Earlier, the English had left Japan voluntarily; the Spanish and the Portuguese had been expelled. Since the Tokugawa shoguns controlled Nagasaki, they now had a monopoly on foreign trade, which continued to be profitable.

For more than 200 years, Japan remained basically closed to Europeans. In addition, the Japanese were forbidden to leave, so as not to bring back foreign ideas. Japan would continue to develop, but as a self-sufficient country, free from European attempts to colonize or to establish their presence.

Europeans had met with much resistance in their efforts to open the East to trade. But expansion to the West, in the Americas, as you will learn in Chapter 20, would prove much more successful for European traders, missionaries, and colonizers.

## History *in* Depth



### Zen Buddhism

The form of Buddhism that had the greatest impact on Japanese culture was Zen Buddhism. It especially influenced the samurai.

Zen Buddhists sought spiritual enlightenment through meditation. Strict discipline of mind and body was the Zen path to wisdom. Zen monks would sit in meditation for hours, as shown in the sculpture above. If they showed signs of losing concentration, a Zen master might shout at them or hit them with a stick.

## SECTION

## 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

### USING YOUR NOTES

2. Which contribution by a daimyo was the most significant? Why?

Daimyo	Achievements

### MAIN IDEAS

3. What happened during the period of the "Warring States"?
4. What was the structure of society in Tokugawa Japan?
5. What were the new styles of drama, art, and literature in Tokugawa Japan?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why do you think that the emperor had less power than a shogun?
7. **ANALYZING CAUSES** Why did the Japanese policy toward Christians change from acceptance to repression?
8. **FORMING OPINIONS** Do you think Japan's closed country policy effectively kept Western ideas and customs out of Japan?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a two-paragraph **comparison** of the similarities and differences between the roles of women in China (discussed on page 541) and in Japan (page 544).

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the Japanese government today. Then create an **organizational chart** showing the structure of the government.

**INTERNET KEYWORD**  
country profiles

# Chapter 19 Assessment

## VISUAL SUMMARY

### An Age of Explorations and Isolation

#### Explorations

**1405** **Zheng He of China** launches voyages of exploration to Southeast Asia, India, Arabia, and eastern Africa.

**1500s** **The Portuguese** establish trading outposts throughout Asia and gain control of the spice trade.

**1600s** **The Dutch** drive out the Portuguese and establish their own trading empire in the East. (Below, a Dutch ship is pictured on a plate made in China for European trade.)

**Europeans** sail farther east to China and Japan in search of more trade; both nations ultimately reject European advances.



#### Isolation

**1433** **China** abandons its voyages of exploration.

**1500s** **The Chinese** severely restrict trade with foreigners.

**1612** **Japan** outlaws Christianity and drives out Christian missionaries.

**1630s** **The Japanese** institute a "closed country policy" and remain isolated from Europe for 200 years.

## TERMS & NAMES

For each term or name below, briefly explain its importance to European exploration and the development of China and Japan.

1. Bartolomeu Dias
2. Vasco da Gama
3. Treaty of Tordesillas
4. Dutch East India Company
5. Ming dynasty
6. Manchus
7. Qing dynasty
8. Oda Nobunaga
9. Toyotomi Hideyoshi
10. Tokugawa Shogunate

## MAIN IDEAS

### Europeans Explore the East Section 1 (pages 529–535)

11. What factors helped spur European exploration?
12. What role did Portugal's Prince Henry play in overseas exploration?
13. What was the significance of Dias's voyage? da Gama's voyage?
14. Why were the Dutch so successful in establishing a trading empire in the Indian Ocean?

### China Limits European Contacts Section 2 (pages 536–541)

15. Why did China not undergo widespread industrialization?
16. What did Christian missionaries bring to China?
17. What are five reasons the Ming Dynasty fell to civil disorder?

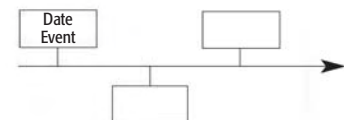
### Japan Returns to Isolation Section 3 (pages 542–547)

18. Why was the time between 1467 and 1568 called the period of the "Warring States"?
19. What was the difference between the Confucian ideal of society and the real society of Japan?
20. How did the Japanese express themselves culturally under the Tokugawa shoguns?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a time line, trace the events that led to Japan's expulsion of European Christians.



### 2. RECOGNIZING EFFECTS

How might a Chinese emperor's leadership be affected by living in the Forbidden City? Explain and support your opinion.

### 3. ANALYZING ISSUES

**SCIENCE AND TECHNOLOGY** Of the technological advances that helped spur European exploration, which do you think was the most important? Why?

### 4. ANALYZING CAUSES

**CULTURAL INTERACTION** What caused Japan to institute a policy of isolation? Defend your viewpoint with text references.

### 5. SUMMARIZING

**ECONOMICS** How did the Manchus earn the respect of the Chinese? Support your answer with details from the chapter.



## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

But I was careful not to refer to these Westerners as “Great Officials,” and corrected Governor Liu Yin-shu when he referred to the Jesuits Regis and Fridelli . . . as if they were honored imperial commissioners. For even though some of the Western methods are different from our own, and may even be an improvement, there is little about them that is new. The principles of mathematics all derive from the Book of Changes, and the Western methods are Chinese in origin: this algebra—“A-erh-chu-pa-erh”—springs from an Eastern word. And though it was indeed the Westerners who showed us something our ancient calendar experts did not know—namely how to calculate the angles of the northern pole—this but shows the truth of what Chu Hsi arrived at through his investigation of things: the earth is like the yolk within an egg.

**KANGXI**, quoted in *Emperor of China: Self-Portrait of K'ang-Hsi*

- Which phrase best describes Kangxi's thoughts about Europeans, or “Westerners”?
  - Westerners use methods that are inferior to Chinese methods.
  - Westerners would make good trading partners.
  - Westerners use methods that are based on Chinese methods.
  - There are too many Westerners in China.
- What can be inferred about Kangxi's beliefs about China?
  - China needs the assistance of Westerners.
  - China is superior to countries of the West.
  - China has many problems.
  - China is destined to rule the world.

Use this map produced by German cartographer Henricus Martellus in about 1490 and your knowledge of world history to answer question 3.



- Which of these statements about Martellus's map is not accurate?
  - Martellus shows Europe, Africa, and Asia.
  - Martellus's map includes the oceans.
  - Martellus shows North America.
  - Martellus's map has many ports marked on the western coast of Africa.

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 528, you decided whether or not you would sail into the unknown. Now that you have read the chapter, reevaluate your decision. If you decided to go, did what you read reaffirm your decision? Why or why not? If you chose not to go, explain what your feelings are now. Discuss your answers within a small group.

### 2. WRITING ABOUT HISTORY

Imagine you are the Jesuit missionary Matteo Ricci. Write an **expository essay** describing your impressions of Chinese rule and culture. Consider the following in the essay:

- Matteo Ricci's values
- Chinese culture as compared with Western Christian culture

### INTEGRATED TECHNOLOGY

#### Planning a Television Special

Use the Internet, books, and other reference materials to create a script for a television special “The Voyages of Zheng He.” The script should address the historical context of Zheng He's voyages and their impact on China and the lands visited. The script should include narration, sound, re-creations, and locations. In researching, consider the following:

- biographical data on Zheng He
- information on the ships, crews, and cargo
- descriptions of the voyages
- music and visuals

# CHAPTER 20

## The Atlantic World, 1492–1800

### Previewing Main Ideas

**CULTURAL INTERACTION** The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants.

**Geography** According to the map, what lands were included in the viceroyalty of New Spain in 1700?

**ECONOMICS** The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.

**Geography** On which coast of the Americas would enslaved persons from Africa have arrived?

**EMPIRE BUILDING** Over the span of several centuries, Europeans conquered the Americas' native inhabitants and built powerful American empires.

**Geography** What two major Native American empires did the Spanish conquer in the sixteenth century?

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



**VIDEO** Patterns of Interaction video series: The Impact of Potatoes and Sugar



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

### AMERICAS

**1492**  
Columbus makes first voyage.

**1521**  
Cortés conquers Aztec Empire. ▶



**1533**  
Pizarro conquers Incan Empire.

**1607**  
English found Jamestown.

**1500**

**1600**

### WORLD

**1494**  
Spain and Portugal sign Treaty of Tordesillas.

**1547**  
Ivan the Terrible assumes throne of Russia.



**1603**  
Tokugawa shoguns rule Japan. ◀





## European Claims in America, 1700



**1608**

Champlain claims Quebec for France. ▶



**1754**

French and Indian War begins.

**1700**

**1800**

**1649**

King Charles I of England is executed.



**1789**

◀ Storming of Bastille ignites French Revolution.



## *What might you gain or lose by joining the fight?*

You are a Native American living in central Mexico in 1520. Suddenly you are faced with a decision that may change your life forever. Invaders, known as the Spanish, are engaged in a fierce battle with the nearby Aztecs, who are cruel and harsh rulers. Like many of your people, you hate the powerful Aztecs and hope for their defeat. The newcomers, however, are equally frightening. They ride on large beasts and fire loud, deadly weapons. You wonder whether you should follow the example of your friends and join the fight, or not fight at all.



▲ This 16th-century painting by an Indian artist depicts a battle on the left between the Aztecs and Spanish. The right side shows the Spanish with their main Indian allies, the Tlaxcalans.

### EXAMINING *the* ISSUES

- **What are the advantages and disadvantages of not fighting?**
- **Which might be the lesser of two evils—supporting the Aztecs, whom you know as oppressors, or the fierce invaders, about whom you know almost nothing?**

Discuss these questions with your classmates. In your discussion, examine whether invading armies throughout history have made life better or worse for people in the areas they conquer. As you read about colonization in the Americas, learn the outcome of the battle between the Aztecs and the Spanish.





# Spain Builds an American Empire

## MAIN IDEA

**EMPIRE BUILDING** The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

## WHY IT MATTERS NOW

Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period.

## TERMS & NAMES

- Christopher Columbus
- colony
- Hernando Cortés
- conquistador
- Francisco Pizarro
- Atahualpa
- mestizo
- *encomienda*

**SETTING THE STAGE** Competition for wealth in Asia among European nations was fierce. This competition prompted a Genoese sea captain named **Christopher Columbus** to make a daring voyage from Spain in 1492. Instead of sailing south around Africa and then east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead, he stepped onto an island in the Caribbean. That event would bring together the peoples of Europe, Africa, and the Americas.

## The Voyages of Columbus

The *Niña*, *Pinta*, and *Santa María* sailed out of a Spanish port around dawn on August 3, 1492. In a matter of months, Columbus's fleet would reach the shores of what Europeans saw as an astonishing new world.

**First Encounters** In the early hours of October 12, 1492, the long-awaited cry came. A lookout aboard the *Pinta* caught sight of a shoreline in the distance. "Tierra! Tierra!" he shouted. "Land! Land!" By dawn, Columbus and his crew were ashore. Thinking he had successfully reached the East Indies, Columbus called the surprised inhabitants who greeted him, *los indios*. The term translated into "Indian," a word mistakenly applied to all the native peoples of the Americas. In his journal, Columbus recounted his first meeting with the native peoples:

## PRIMARY SOURCE

I presented them with some red caps, and strings of glass beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats where we were, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them . . . in fact they accepted anything and gave what they had with the utmost good will.

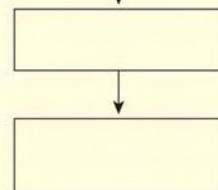
**CHRISTOPHER COLUMBUS**, *Journal of Columbus*

Columbus had miscalculated where he was. He had not reached the East Indies. Scholars believe he landed instead on an island in the Bahamas in the Caribbean Sea. The natives there were not Indians, but a group who called themselves the Taino. Nonetheless, Columbus claimed the island for Spain. He named it San Salvador, or "Holy Savior."

## TAKING NOTES

**Following Chronological Order** Use a diagram to trace the major events in the establishment of Spain's empire in the Americas.

Columbus arrives in Americas, 1492





▲ *Portrait of a Man Called Christopher Columbus* (1519) by Sebastiano del Piombo

Columbus, like other explorers, was interested in gold. Finding none on San Salvador, he explored other islands, staking his claim to each one. “It was my wish to bypass no island without taking possession,” he wrote.

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs. Spain’s rulers, who had funded his first voyage, agreed to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships that carried over 1,000 soldiers, crewmen, and colonists. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation. Over the next two centuries, other European explorers began sailing across the Atlantic in search of new lands to claim.

**Other Explorers Take to the Seas** In 1500, the Portuguese explorer Pedro Álvares Cabral reached the shores of modern-day Brazil and claimed the land for his country. A year later, Amerigo Vespucci (vehs•POO•chee), an Italian in the service of Portugal, also traveled along the eastern coast of South America. Upon his return to Europe, he claimed that the land was not part of Asia, but a “new” world. In 1507, a German mapmaker named the new continent “America” in honor of Amerigo Vespucci.

In 1519, Portuguese explorer Ferdinand Magellan led the boldest exploration yet. Several years earlier, Spanish explorer Vasco Núñez de Balboa had marched through modern-day Panama and had become the first European to gaze upon the Pacific Ocean. Soon after, Magellan convinced the king of Spain to fund his voyage into the newly discovered ocean.

With about 250 men and five ships, Magellan sailed around the southern end of South America and into the waters of the Pacific. The fleet sailed for months without seeing land, except for some small islands. Food supplies soon ran out.

After exploring the island of Guam, Magellan and his crew eventually reached the Philippines. Unfortunately, Magellan became involved in a local war there and was killed. His crew, greatly reduced by disease and starvation, continued sailing west toward home. Out of Magellan’s original crew, only 18 men and one ship arrived back in Spain in 1522, nearly three years after they had left. They were the first persons to circumnavigate, or sail around, the world. **A**

#### MAIN IDEA

#### Making Inferences

**A** What was the significance of Magellan’s voyage?

## Spanish Conquests in Mexico

In 1519, as Magellan embarked on his historic voyage, a Spaniard named **Hernando Cortés** landed on the shores of Mexico. After colonizing several Caribbean islands, the Spanish had turned their attention to the American mainland. Cortés marched inland, looking to claim new lands for Spain. Cortés and the many other Spanish explorers who followed him were known as **conquistadors** (conquerors). Lured by rumors of vast lands filled with gold and silver, conquistadors carved out colonies in regions that would become Mexico, South America, and the United States. The Spanish were the first European settlers in the Americas. As a result of their colonization, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that exists today.





## European Exploration of the Americas, 1492–1682

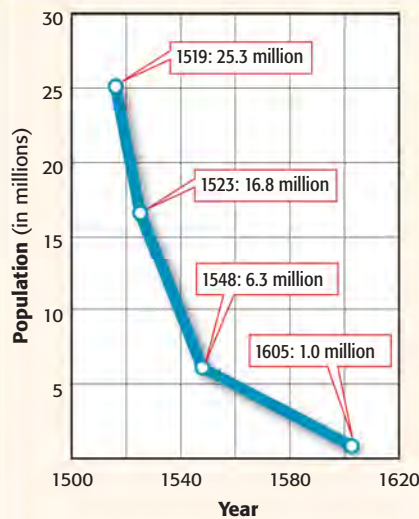
INTERACTIVE



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How many different voyages did Columbus make to the Americas?
- 2. Region** Which general region did the Spanish and Portuguese explore? Where did the English, Dutch, and French explore?

## Native Population of Central Mexico, 1500–1620



Source: *The Population of Latin America: A History*

### SKILLBUILDER: Interpreting Graphs

- Drawing Conclusions** By what percentage did the native population decrease between 1519 and 1605?
- Making Inferences** How did the sharp decline in the native population, due greatly to disease, affect the Spaniards' attempts to conquer the region?

**Cortés Conquers the Aztecs** Soon after landing in Mexico, Cortés learned of the vast and wealthy Aztec Empire in the region's interior. (See Chapter 16.) After marching for weeks through difficult mountain passes, Cortés and his force of roughly 600 men finally reached the magnificent Aztec capital of Tenochtitlán (teh•NAWCH•tee•TLAHN). The Aztec emperor, Montezuma II, was convinced at first that Cortés was a god wearing armor. He agreed to give the Spanish explorer a share of the empire's existing gold supply. The conquistador was not satisfied. Cortés admitted that he and his comrades had a "disease of the heart that only gold can cure."

In the late spring of 1520, some of Cortés's men killed many Aztec warriors and chiefs while they were celebrating a religious festival. In June of 1520, the Aztecs rebelled against the Spanish intruders and drove out Cortés's forces.

The Spaniards, however, struck back. Despite being greatly outnumbered, Cortés and his men conquered the Aztecs in 1521. Several factors played a key role in the stunning victory. First, the Spanish had the advantage of superior weaponry. Aztec arrows were no match for the Spaniards' muskets and cannons.

Second, Cortés was able to enlist the help of various native groups. With the aid of a native woman translator named Malinche, Cortés learned that some natives resented the Aztecs. They hated their harsh practices, including human sacrifice. Through Malinche, Cortés convinced these natives to fight on his side.

Finally, and most important, the natives could do little to stop the invisible warrior that marched alongside the

Spaniards—disease. Measles, mumps, smallpox, and typhus were just some of the diseases Europeans were to bring with them to the Americas. Native Americans had never been exposed to these diseases. Thus, they had developed no natural immunity to them. As a result, they died by the hundreds of thousands. By the time Cortés launched his counterattack, the Aztec population had been greatly reduced by smallpox and measles. In time, European disease would truly devastate the natives of central Mexico, killing millions of them. **B**

### MAIN IDEA

#### Summarizing

**B** What factors enabled the Spanish to defeat the Aztecs?

## Spanish Conquests in Peru

In 1532, another conquistador, **Francisco Pizarro**, marched a small force into South America. He conquered the Incan Empire, as you learned in Chapter 16.

**Pizarro Subdues the Inca** Pizarro and his army of about 200 met the Incan ruler, **Atahualpa** (AH•tuh•WAHL•puh), near the city of Cajamarca. Atahualpa, who commanded a force of about 30,000, brought several thousand mostly unarmed men for the meeting. The Spaniards waited in ambush, crushed the Incan force, and kidnapped Atahualpa.

Atahualpa offered to fill a room once with gold and twice with silver in exchange for his release. However, after receiving the ransom, the Spanish strangled the Incan king. Demoralized by their leader's death, the remaining Incan force retreated from Cajamarca. Pizarro then marched on the Incan capital, Cuzco. He captured it without a struggle in 1533.



As Cortés and Pizarro conquered the civilizations of the Americas, fellow conquistadors defeated other native peoples. Spanish explorers also conquered the Maya in Yucatan and Guatemala. By the middle of the 16th century, Spain had created an American empire. It included New Spain (Mexico and parts of Guatemala), as well as other lands in Central and South America and the Caribbean.

**Spain's Pattern of Conquest** In building their new American empire, the Spaniards drew from techniques used during the *reconquista* of Spain. When conquering the Muslims, the Spanish lived among them and imposed their Spanish culture upon them. The Spanish settlers to the Americas, known as *peninsulares*, were mostly men. As a result, relationships between Spanish settlers and native women were common. These relationships created a large **mestizo**—or mixed Spanish and Native American—population.

Although the Spanish conquerors lived among the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced Native Americans to work within a system known as **encomienda**. Under this system, natives farmed, ranched, or mined for Spanish landlords. These landlords had received the rights to the natives' labor from Spanish authorities. The holders of *encomiendas* promised the Spanish rulers that they would act fairly and respect the workers. However, many abused the natives and worked many laborers to death, especially inside dangerous mines.

**The Portuguese in Brazil** One area of South America that remained outside of Spanish control was Brazil. In 1500, Cabral claimed the land for Portugal. During the 1530s, colonists began settling Brazil's coastal region. Finding little gold or silver, the settlers began growing sugar. Clearing out huge swaths of forest land, the Portuguese built giant sugar plantations. The demand for sugar in Europe was great, and the colony soon enriched Portugal. In time, the colonists pushed farther west into Brazil. They settled even more land for the production of sugar.

## History Makers



### Francisco Pizarro 1475?–1541

Pizarro was the son of an infantry captain and a young peasant woman. His parents never married. Raised by his mother's poor family, he never learned to read. Ambitious, brave, and

ruthless, he determined to make his fortune as an explorer and conqueror.

Embarked on a voyage of conquest down the west coast of South America, Pizarro was ordered by the governor of Panama to abandon the expedition to prevent the loss of lives. Pizarro took his sword and drew a line in the dust, inviting those of his followers who desired wealth and fame to cross the line and follow him. Thus began the conquest of Peru.

Pizarro founded the city of Lima, Peru's capital, in 1535. He became governor of Peru and encouraged settlers from Spain.



### Atahualpa 1502?–1533

Atahualpa was the last ruler of the Incan empire in Peru. After Atahualpa was captured and held for ransom by the Spanish, the Incan people throughout the empire brought gold and

silver that the Spanish then had melted down into bullion and ingots. They accumulated 24 tons of gold and silver, the richest ransom in history.

The Spanish executed Atahualpa despite the ransom paid by his people. As he was about to be burned at the stake, the Spanish offered him a more merciful death by strangulation if he agreed to convert to Christianity, which he did. Thus died the last emperor of the Inca.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a poster about the ransom paid by the Incan people to rescue Atahualpa. Go to **classzone.com** for your research.

This U.S. postage stamp was issued in 1940 to celebrate the 400th anniversary of the Coronado expedition.




## Spain's Influence Expands

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. (See Chapter 21.)

Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army seldom lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.


**Conquistadors Push North** Dreams of new conquests prompted Spain to back a series of expeditions into the southwestern United States. The Spanish actually had settled in parts of the United States before they even dreamed of building an empire on the American mainland. In 1513, Spanish explorer Juan Ponce de León landed on the coast of modern-day Florida and claimed it for Spain.

By 1540, after building an empire that stretched from Mexico to Peru, the Spanish once again looked to the land that is now the United States. In 1540–1541, Francisco Vázquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching for another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

Catholic priests had accompanied conquistadors from the very beginning of American colonization. The conquistadors had come in search of wealth. The priests who accompanied them had come in search of converts. In the winter of 1609–1610, Pedro de Peralta, governor of Spain's northern holdings, called New Mexico, led settlers to a tributary on the upper Rio Grande. They built a capital called Santa Fe, or "Holy Faith." In the next two decades, a string of Christian missions arose among the Pueblo, the native inhabitants of the region. Scattered missions, forts, and small ranches dotted the lands of New Mexico. These became the headquarters for advancing the Catholic religion. 

### MAIN IDEA

#### Contrasting

 How did Spain's colony in New Mexico differ from its colonies in New Spain?



## Opposition to Spanish Rule

Spanish priests worked to spread Christianity in the Americas. They also pushed for better treatment of Native Americans. Priests spoke out against the cruel treatment of natives. In particular, they criticized the harsh pattern of labor that emerged under the *encomienda* system. “There is nothing more detestable or more cruel,” Dominican monk Bartolomé de Las Casas wrote, “than the tyranny which the Spaniards use toward the Indians for the getting of pearl [riches].”

**African Slavery and Native Resistance** The Spanish government abolished the *encomienda* system in 1542. To meet the colonies’ need for labor, Las Casas suggested Africans. “The labor of one . . . [African] . . . [is] more valuable than that of four Indians,” he said. The priest later changed his view and denounced African slavery. However, others promoted it.

Opposition to the Spanish method of colonization came not only from Spanish priests, but also from the natives themselves. Resistance to Spain’s attempt at domination began shortly after the Spanish arrived in the Caribbean. In November of 1493, Columbus encountered resistance in his attempt to conquer the present-day island of St. Croix. Before finally surrendering, the inhabitants defended themselves by firing poison arrows.

As late as the end of the 17th century, natives in New Mexico fought Spanish rule. Although they were not risking their lives in silver mines, the natives still felt the weight of Spanish force. In converting the natives, Spanish priests and soldiers burned their sacred objects and prohibited native rituals. The Spanish also forced natives to work for them and sometimes abused them physically.

In 1680, Popé, a Pueblo ruler, led a well-organized rebellion against the Spanish. The rebellion involved more than 8,000 warriors from villages all over New Mexico. The native fighters drove the Spanish back into New Spain. For the next 12 years, until the Spanish regained control of the area, the southwest region of the future United States once again belonged to its original inhabitants. **D**

By this time, however, the rulers of Spain had far greater concerns. The other nations of Europe had begun to establish their own colonies in the Americas.

### MAIN IDEA

#### Analyzing Causes

**D** Why did the natives of New Mexico revolt against Spanish settlers?

### SECTION

## 1

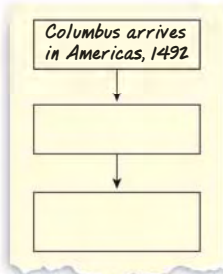
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Christopher Columbus • colony • Hernando Cortés • conquistador • Francisco Pizarro • Atahualpa • mestizo • *encomienda*

#### USING YOUR NOTES

2. Which of these events do you think had the greatest impact?



#### MAIN IDEAS

3. What process did Columbus and his followers begin?
4. Why were most of the Spanish explorers drawn to the Americas?
5. Which country was the richest and most powerful in the 16th century, and why?

#### CRITICAL THINKING & WRITING

6. **ANALYZING PRIMARY SOURCES** Reread the primary source on page 553. How might Columbus’s view of the Taino have led the Spanish to think they could take advantage of and impose their will on the natives?
7. **COMPARING** What might have been some similarities in character between Cortés and Pizarro?
8. **CLARIFYING** Through what modern-day states did Coronado lead his expedition?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **dialogue** in which a Native American and a conquistador debate the merits of Spain’s colonization of the Americas.

#### CONNECT TO TODAY MAKING A DATABASE

Use library resources to compile a **database** of places and geographical features in the Americas named after Columbus. Display your list in the classroom.

## The Legacy of Columbus

In the years and centuries since Christopher Columbus's historic journeys, people still debate the legacy of his voyages. Some argue they were the heroic first steps in the creation of great and democratic societies. Others claim they were the beginnings of an era of widespread cruelty, bloodshed, and epidemic disease.

### A SECONDARY SOURCE

#### Samuel Eliot Morison

Morison, a strong supporter of Columbus, laments that the sea captain died without realizing the true greatness of his deeds.

One only wishes that the Admiral might have been afforded the sense of fulfillment that would have come from foreseeing all that flowed from his discoveries; that would have turned all the sorrows of his last years to joy. The whole history of the Americas stems from the Four Voyages of Columbus; and as the Greek city-states looked back to the deathless gods as their founders, so today a score of independent nations and dominions unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.

### B PRIMARY SOURCE

#### Bartolomé de Las Casas

Las Casas was an early Spanish missionary who watched fellow Spaniards unleash attack dogs on Native Americans.

Their other frightening weapon after the horses: twenty hunting greyhounds. They were unleashed and fell on the Indians at the cry of *Tómalo!* ["Get them!"]. Within an hour they had preyed on one hundred of them. As the Indians were used to going completely naked, it is easy to imagine what the fierce greyhounds did, urged to bite naked bodies and skin much more delicate than that of the wild boars they were used to. . . . This tactic, begun here and invented by the devil, spread throughout these Indies and will end when there is no more land nor people to subjugate and destroy in this part of the world.

### C SECONDARY SOURCE

#### Suzan Shown Harjo

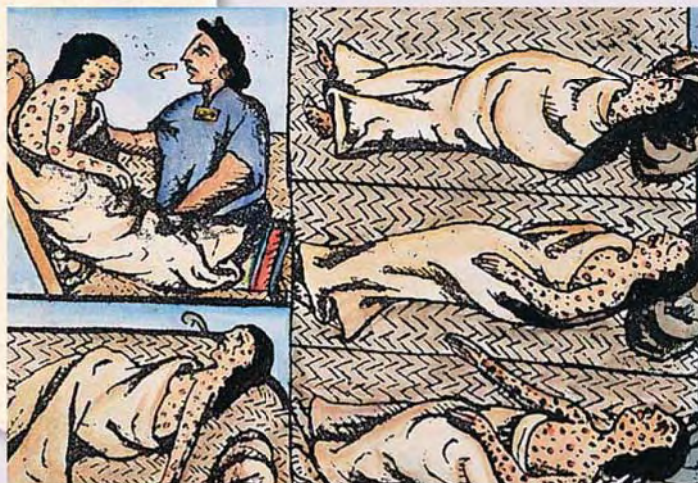
Harjo, a Native American, disputes the benefits that resulted from Columbus's voyages and the European colonization of the Americas that followed.

Columbus Day, never on Native America's list of favorite holidays, became somewhat tolerable as its significance diminished to little more than a good shopping day. But this next long year [1992] of Columbus hoopla will be tough to take amid the spending sprees and horn blowing to tout a five-century feeding frenzy that has left Native people and this red quarter of Mother Earth in a state of emergency. For Native people, this half millennium of land grabs and one-cent treaty sales has been no bargain.

### D PRIMARY SOURCE

#### Anonymous

Contemporary with the Spanish conquest of the Americas, this illustration depicts a medicine man tending to an Aztec suffering from smallpox, which killed millions of Native Americans.



### Document-Based QUESTIONS

1. Based on Source A, was the legacy of Columbus a positive or negative thing?
2. In what ways do Sources B and C agree about Columbus?
3. Which aspect of the legacy of Columbus does the illustration in Source D show?
4. If you had to construct a balance sheet on Columbus, would you come up with a positive or negative balance? On a poster board, make up a list of positive and negative elements, and display your chart in the classroom.





# European Nations Settle North America

## MAIN IDEA

**EMPIRE BUILDING** Several European nations fought for control of North America, and England emerged victorious.

## WHY IT MATTERS NOW

The English settlers in North America left a legacy of law and government that guides the United States today.

## TERMS & NAMES

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

**SETTING THE STAGE** Spain's successful colonization efforts in the Americas did not go unnoticed. Other European nations, such as England, France, and the Netherlands, soon became interested in obtaining their own valuable colonies. The Treaty of Tordesillas, signed in 1494, had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas. This resulted in a struggle for North America.

## Competing Claims in North America

Magellan's voyage showed that ships could reach Asia by way of the Pacific Ocean. Spain claimed the route around the southern tip of South America. Other European countries hoped to find an easier and more direct route to the Pacific. If it existed, a northwest trade route through North America to Asia would become highly profitable. Not finding the route, the French, English, and Dutch instead established colonies in North America.

**Explorers Establish New France** The early French explorers sailed west with dreams of reaching the East Indies. One explorer was Giovanni da Verrazzano (VEHR•uh•ZAHN•noh), an Italian in the service of France. In 1524, he sailed to North America in search of a sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York harbor. Ten years later, the Frenchman Jacques Cartier (kahr•TYAY) reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named it the St. Lawrence. He followed it inward until he reached a large island dominated by a mountain. He named the island Mont Real (Mount Royal), which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence with about 32 colonists. They founded Quebec, which became the base of France's colonial empire in North America, known as **New France**.

Then the French penetrated the North American continent. In 1673, French Jesuit priest Jacques Marquette and trader Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi. He claimed the entire river valley for France. He named it Louisiana in honor of the French king, Louis XIV. By the early 1700s, New France covered much of what is now the midwestern United States and eastern Canada.

## TAKING NOTES

**Clarifying** Use a chart to record information about early settlements.

Name of Settlement	General Location
New France	
New Netherland	
Massachusetts Bay	

**A Trading Empire** France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert Native Americans. They also included young, single men engaged in what had become New France's main economic activity, the fur trade. Unlike the English, the French were less interested in occupying territories than they were in making money off the land. **A**

#### MAIN IDEA

#### Summarizing

**A** Why were France's North American holdings so sparsely populated?

## The English Arrive in North America

The explorations of the Spanish and French inspired the English. In 1606, a company of London investors received from King James a charter to found a colony in North America. In late 1606, the company's three ships, and more than 100 settlers, pushed out of an English harbor. About four months later, in 1607, they reached the coast of Virginia. The colonists claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

**The Settlement at Jamestown** The colony's start was disastrous. The settlers were more interested in finding gold than in planting crops. During the first few years, seven out of every ten people died of hunger, disease, or battles with the Native Americans.

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop.

**Puritans Create a "New England"** In 1620, a group known as **Pilgrims** founded a second English colony, Plymouth, in Massachusetts. Persecuted for their religious beliefs in England, these colonists sought religious freedom. Ten years later, a group known as **Puritans** also sought religious freedom from England's Anglican Church. They established a larger colony at nearby Massachusetts Bay.

▼ Henry Hudson's ship arrives in the bay of New York on September 12, 1609.





The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown.

**The Dutch Found New Netherland** Following the English and French into North America were the Dutch. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He was searching for a northwest sea route to Asia. Hudson did not find a route. He did, however, explore three waterways that were later named for him—the Hudson River, Hudson Bay, and Hudson Strait.

The Dutch claimed the region along these waterways. They established a fur trade with the Iroquois Indians. They built trading posts along the Hudson River at Fort Orange (now Albany) and on Manhattan Island. Dutch merchants formed the Dutch West India Company. In 1621, the Dutch government granted the company permission to colonize the region and expand the fur trade. The Dutch holdings in North America became known as **New Netherland**.

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers, the colony opened its doors to a variety of peoples. Gradually more Dutch, as well as Germans, French, Scandinavians, and other Europeans, settled the area. **B**

**Colonizing the Caribbean** During the 1600s, the nations of Europe also colonized the Caribbean. The French seized control of present-day Haiti, Guadeloupe, and Martinique. The English settled Barbados and Jamaica. In 1634, the Dutch captured what are now the Netherlands Antilles and Aruba from Spain.

On these islands, the Europeans built huge cotton and sugar plantations. These products, although profitable, demanded a large and steady supply of labor. Enslaved Africans eventually would supply this labor.

## The Struggle for North America

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy.

**The English Oust the Dutch** To the English, New Netherland separated their northern and southern colonies. In 1664, the English king, Charles II, granted his brother, the Duke of York, permission to drive out the Dutch. When the duke's fleet arrived at New Netherland, the Dutch surrendered without firing a shot. The Duke of York claimed the colony for England and renamed it New York.

With the Dutch gone, the English colonized the Atlantic coast of North America. By 1750, about 1.2 million English settlers lived in 13 colonies from Maine to Georgia.

**England Battles France** The English soon became hungry for more land for their colonial population. So they pushed farther west into the continent. By doing so, they collided with France's North American holdings. As their colonies expanded, France and England began to interfere with each other. It seemed that a major conflict was on the horizon.

In 1754 a dispute over land claims in the Ohio Valley led to a war between the British and French on the North

### MAIN IDEA

#### Contrasting

**B** How were the Dutch and French colonies different from the English colonies in North America?

## History *in* Depth

### Pirates

The battle for colonial supremacy occurred not only on land, but also on the sea. Acting on behalf of their government, privately owned armed ships, known as privateers, attacked merchant ships of enemy nations and sank or robbed them.

Also patrolling the high seas were pirates. They attacked ships for their valuables and did not care what nation the vessels represented. One of the best-known pirates was Edward B. Teach, whose prominent beard earned him the nickname Blackbeard. According to one account, Blackbeard attempted to frighten his victims by sticking "lighted matches under his hat, which appeared on both sides of his face and eyes, naturally fierce and wild."





### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation claimed the largest area of the present-day United States in 1754?
- Place** How did Britain's North American empire change by 1763?

American continent. The conflict became known as the **French and Indian War**. The war became part of a larger conflict known as the Seven Years' War. Britain and France, along with their European allies, also battled for supremacy in Europe, the West Indies, and India.

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered their North American holdings. As a result of the war, the British seized control of the eastern half of North America.

## Native Americans Respond

As in Mexico and South America, the arrival of Europeans in the present-day United States had a great impact on Native Americans. European colonization brought mostly disaster for the lands' original inhabitants.

**A Strained Relationship** French and Dutch settlers developed a mostly cooperative relationship with the Native Americans. This was due mainly to the mutual benefits of the fur trade. Native Americans did most of the trapping and then traded the furs to the French for such items as guns, hatchets, mirrors, and beads. The Dutch also cooperated with Native Americans in an effort to establish a fur-trading enterprise.

The groups did not live together in complete harmony. Dutch settlers fought with various Native American groups over land claims and trading rights. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts.

### MAIN IDEA

#### Analyzing Issues

Why were the Dutch and French able to coexist in relative peace with the Native Americans?



The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more land for their population—and to grow tobacco.

#### MAIN IDEA

#### Identifying Problems

**D** Why did the issues of land and religion cause strife between Native Americans and settlers?

Religious differences also heightened tensions. The English settlers considered Native Americans heathens, people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. Native Americans developed a similarly harsh view of the European invaders. **D**

**Settlers and Native Americans Battle** The hostility between the English settlers and Native Americans led to warfare. As early as 1622, the Powhatan tribe attacked colonial villages around Jamestown and killed about 350 settlers. During the next few years, the colonists struck back and massacred hundreds of Powhatan.

One of the bloodiest conflicts between colonists and Native Americans was known as King Philip's War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on colonial villages throughout Massachusetts. In the months that followed, both sides massacred hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. During the 17th century, many skirmishes erupted throughout North America.

**Natives Fall to Disease** More destructive than the Europeans' weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. The diseases devastated the native population in North America.

In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusett, dropped from 24,000 to 750 by 1631. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists soon turned to another group: Africans, whom they would enslave by the million

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

### USING YOUR NOTES

2. What did these settlements have in common?

Name of Settlement	General Location	Reasons Settled
New France		
New Netherland		
Massachusetts Bay		

### MAIN IDEAS

3. What was a basic difference between French and English attitudes about the land they acquired in North America?
4. What was the main result of the French and Indian War?
5. What were some of the results for Native Americans of European colonization of North America?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What may have been one reason the English eventually beat the French in North America?
7. **DRAWING CONCLUSIONS** What need drove the English farther west into the North American continent?
8. **COMPARING** In what ways did the colonies at Jamestown and Massachusetts Bay differ?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** What were some of the grievances of Native Americans toward English colonists? Make a bulleted **list** of Native American complaints to display in the classroom.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research French Cajun culture in Louisiana. Make a poster displaying your findings.

**INTERNET KEYWORD**  
Cajun



# The Atlantic Slave Trade

## MAIN IDEA

**CULTURAL INTERACTION** To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.

## WHY IT MATTERS NOW

Descendants of enslaved Africans represent a significant part of the Americas' population today.

## TERMS & NAMES

- Atlantic slave trade
- triangular trade
- middle passage

**SETTING THE STAGE** Sugar plantations and tobacco farms required a large supply of workers to make them profitable for their owners. European owners had planned to use Native Americans as a source of cheap labor. But millions of Native Americans died from disease, warfare, and brutal treatment. Therefore, the Europeans in Brazil, the Caribbean, and the southern colonies of North America soon turned to Africa for workers. This demand for cheap labor resulted in the brutalities of the slave trade.

## TAKING NOTES

**Recognizing Effects** Use a diagram like the one below to list effects of the Atlantic slave trade.

### *Consequences of the slave trade*

#### *I. in Africa*

A.

B.

#### *II. in the Americas*

A.

B.

## The Causes of African Slavery

Beginning around 1500, European colonists in the Americas who needed cheap labor began using enslaved Africans on plantations and farms.

**Slavery in Africa** Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. Muslim rulers in Africa justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, Muslims transported about 17 million Africans to the Muslim lands of North Africa and Southwest Asia.

In most African and Muslim societies, slaves had some legal rights and an opportunity for social mobility. In the Muslim world, a few slaves even occupied positions of influence and power. Some served as generals in the army. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served.

**The Demand for Africans** The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed with the colonization of the Americas, as natives began dying by the millions.

Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.



**MAIN IDEA****Analyzing Motives**

**A** What advantages did Europeans see in enslaving Africans?

In time, the buying and selling of Africans for work in the Americas—known as the **Atlantic slave trade**—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.3 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas. **A**

**Spain and Portugal Lead the Way** The Spanish took an early lead in importing Africans to the Americas. Spain moved on from the Caribbean and began to colonize the American mainland. As a result, the Spanish imported and enslaved thousands more Africans. By 1650, nearly 300,000 Africans labored throughout Spanish America on plantations and in gold and silver mines.

By this time, however, the Portuguese had surpassed the Spanish in the importation of Africans to the Americas. During the 1600s, Brazil dominated the European sugar market. As the colony's sugar industry grew, so too did European colonists' demand for cheap labor. During the 17th century, more than 40 percent of all Africans brought to the Americas went to Brazil.

## Slavery Spreads Throughout the Americas

As the other European nations established colonies in the Americas, their demand for cheap labor grew. Thus, they also began to import large numbers of Africans.

**England Dominates the Slave Trade** As England's presence in the Americas grew, it came to dominate the Atlantic slave trade. From 1690 until England abolished the slave trade in 1807, it was the leading carrier of enslaved Africans. By the time the slave trade ended, the English had transported nearly 1.7 million Africans to their colonies in the West Indies.

African slaves were also brought to what is now the United States. In all, nearly 400,000 Africans were sold to Britain's North American colonies. Once in North America, however, the slave population steadily grew. By 1830, roughly 2 million slaves toiled in the United States.

## History *in* Depth

### Slavery

Slavery probably began with the development of farming about 10,000 years ago. Farmers used prisoners of war to work for them.

Slavery has existed in societies around the world. People were enslaved in civilizations from Egypt to China to India. The picture at the right shows slaves working in a Roman coal mine.

Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion.

However, the slavery that developed in the Americas was based largely on race. Europeans viewed black people as naturally inferior. Because of this, slavery in the Americas was hereditary.





**African Cooperation and Resistance** Many African rulers and merchants played a willing role in the Atlantic slave trade. Most European traders, rather than travel inland, waited in ports along the coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods. **B**

As the slave trade grew, some African rulers voiced their opposition to the practice. Nonetheless, the slave trade steadily grew. Lured by its profits, many African rulers continued to participate. African merchants developed new trade routes to avoid rulers who refused to cooperate.

#### MAIN IDEA

#### Analyzing Issues

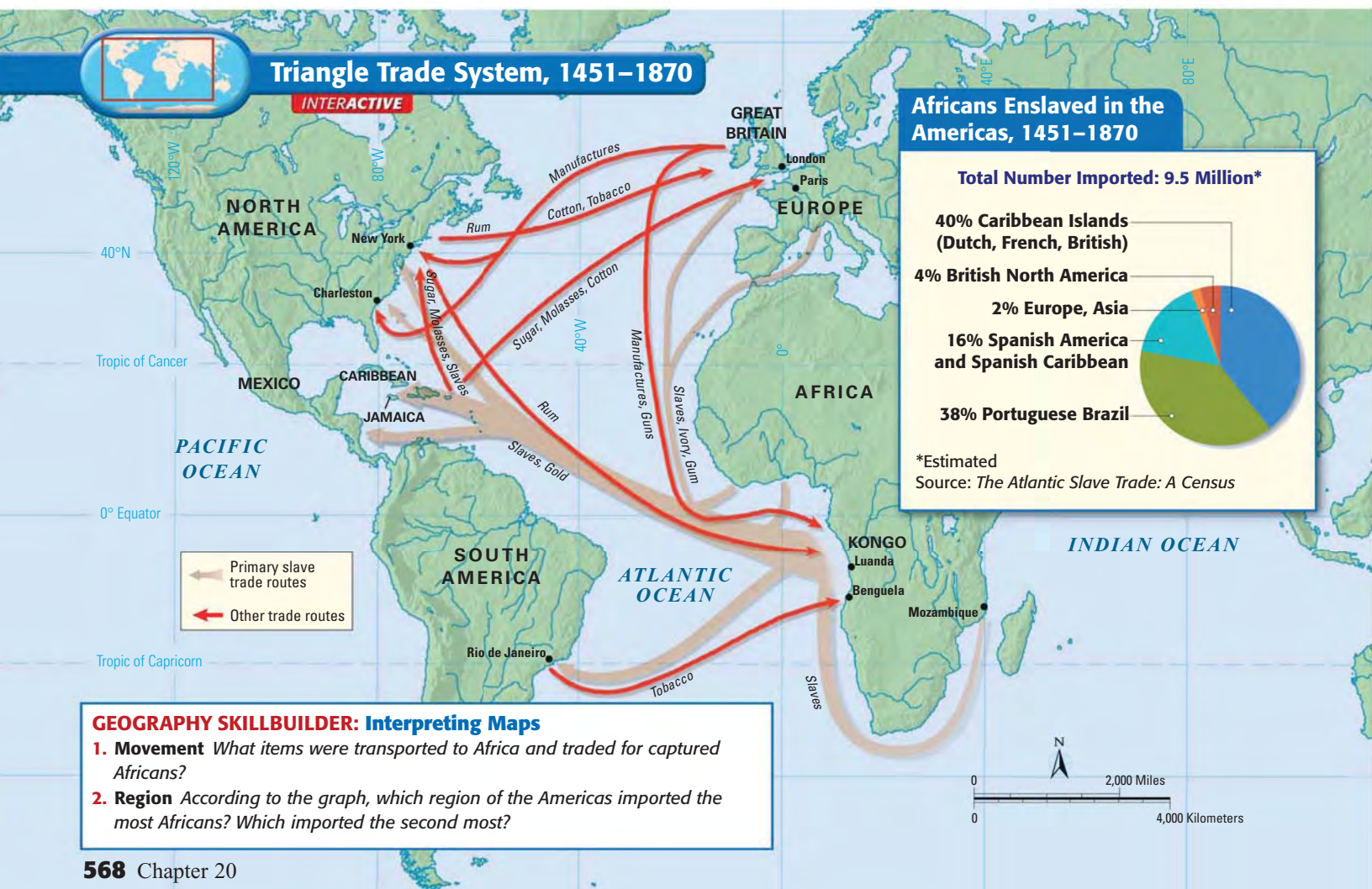
**B** Why did many African rulers participate in the Atlantic slave trade?

## A Forced Journey

After being captured, African men and women were shipped to the Americas as part of a profitable trade network. Along the way, millions of Africans died.

**The Triangular Trade** Africans transported to the Americas were part of a transatlantic trading network known as the **triangular trade**. Over one trade route, Europeans transported manufactured goods to the west coast of Africa. There, traders exchanged these goods for captured Africans. The Africans were then transported across the Atlantic and sold in the West Indies. Merchants bought sugar, coffee, and tobacco in the West Indies and sailed to Europe with these products.

On another triangular route, merchants carried rum and other goods from the New England colonies to Africa. There they exchanged their merchandise for Africans. The traders transported the Africans to the West Indies and sold them for sugar and molasses. They then sold these goods to rum producers in New England.





## > Analyzing Primary Sources

### The Horrors of the Middle Passage

One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 12 in 1762.

#### PRIMARY SOURCE

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat . . . but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across . . . the windlass, while the other flogged me severely.

OLAUDAH EQUIANO, quoted in  
*Eyewitness: The Negro in American History*



This diagram of a British slave ship shows how slave traders packed Africans onto slave ships in the hold below decks for the brutal middle passage.



#### DOCUMENT-BASED QUESTIONS

1. **Making Inferences** Why might the white men have forced Equiano to eat?
2. **Drawing Conclusions** What does the diagram of the slave ship suggest about conditions on board?

Various other transatlantic routes existed. The “triangular” trade encompassed a network of trade routes crisscrossing the northern and southern colonies, the West Indies, England, Europe, and Africa. The network carried a variety of traded goods.

**The Middle Passage** The voyage that brought captured Africans to the West Indies and later to North and South America was known as the **middle passage**. It was considered the middle leg of the transatlantic trade triangle. Sickening cruelty characterized this journey. In African ports, European traders packed Africans into the dark holds of large ships. On board, Africans endured whippings and beatings from merchants, as well as diseases that swept through the vessel. Numerous Africans died from disease or physical abuse aboard the slave ships. Many others committed suicide by drowning. Scholars estimate that roughly 20 percent of the Africans aboard each slave ship perished during the brutal trip.

## Slavery in the Americas

Africans who survived their ocean voyage faced a difficult life in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways.

**A Harsh Life** Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. After being sold, slaves worked in mines or fields or as domestic servants. Slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and suffered beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one.

**Resistance and Rebellion** To cope with the horrors of slavery, Africans developed a way of life based on their cultural heritage. They kept alive such things as their musical traditions as well as the stories of their ancestors.

Slaves also found ways to resist. They made themselves less productive by breaking tools, uprooting plants, and working slowly. Thousands also ran away.

Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts occurred throughout Spanish settlements during the 16th century.

Occasional uprisings also occurred in Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. Uprisings continued into the 1800s.

## Consequences of the Slave Trade

The Atlantic slave trade had a profound impact on both Africa and the Americas. In Africa, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Many of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies such as those on Haiti and Barbados may not have survived. In addition to their muscle, enslaved Africans brought their expertise, especially in agriculture. They also brought their culture. Their art, music, religion, and food continue to influence American societies.

The influx of so many Africans to the Americas also has left its mark on the very population itself. From the United States to Brazil, many of the nations of the Western Hemisphere today have substantial African-American populations. Many Latin American countries have sizable mixed-race populations.

As the next section explains, Africans were not the only cargo transported across the Atlantic during the colonization of the Americas. The settlement of the Americas brought many different items from Europe, Asia, and Africa to North and South America. It also introduced items from the Americas to the rest of the world.

### SECTION

### 3

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Atlantic slave trade
- triangular trade
- middle passage

#### USING YOUR NOTES

2. What seems to have been the most important consequence? Explain.

*Consequences of the slave trade*

I. in Africa

A.

B.

II. in the Americas

A.

B.

#### MAIN IDEAS

3. What effect did the spread of Islam have on the slave trade?
4. How did enslaved Africans resist their bondage?
5. How did African slaves contribute to the development of the Americas?

#### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was slavery in the Americas different from slavery in Africa?
7. **SYNTHESIZING** What does the percentage of enslaved Africans imported to the Caribbean Islands and Brazil suggest about the racial makeup of these areas?
8. **MAKING INFERENCES** Why do you think the slave trade flourished for so long?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine you are an African ruler. Write a **letter** to a European leader in which you try to convince him or her to stop participating in the slave trade.

#### CONNECT TO TODAY MAKING A MAP

Research which of the original 13 colonies had the greatest numbers of slaves in the late 18th century. Then make a **map** of the colonies in which you show the numbers for each state.





# The Columbian Exchange and Global Trade

## MAIN IDEA

**ECONOMICS** The colonization of the Americas introduced new items into the Eastern and Western hemispheres.

## WHY IT MATTERS NOW

This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas.

## TERMS & NAMES

- Columbian Exchange
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

**SETTING THE STAGE** The colonization of the Americas dramatically changed the world. It prompted both voluntary and forced migration of millions of people. It led to the establishment of new and powerful societies. Other effects of European settlement of the Americas were less noticeable but equally important. Colonization resulted in the exchange of new items that greatly influenced the lives of people throughout the world. The new wealth from the Americas resulted in new business and trade practices in Europe.

## The Columbian Exchange

The global transfer of foods, plants, and animals during the colonization of the Americas is known as the [Columbian Exchange](#). Ships from the Americas brought back a wide array of items that Europeans, Asians, and Africans had never before seen. They included such plants as tomatoes, squash, pineapples, tobacco, and cacao beans (for chocolate). And they included animals such as the turkey, which became a source of food in the Eastern Hemisphere.

Perhaps the most important items to travel from the Americas to the rest of the world were corn and potatoes. Both were inexpensive to grow and nutritious. Potatoes, especially, supplied many essential vitamins and minerals. Over time, both crops became an important and steady part of diets throughout the world. These foods helped people live longer. Thus they played a significant role in boosting the world's population. The planting of the first white potato in Ireland and the first sweet potato in China probably changed more lives than the deeds of 100 kings.

Traffic across the Atlantic did not flow in just one direction, however. Europeans introduced various livestock animals into the Americas. These included horses, cattle, sheep, and pigs. Foods from Africa (including some that originated in Asia) migrated west in European ships. They included bananas, black-eyed peas, and yams. Grains introduced to the Americas included wheat, rice, barley, and oats.

Some aspects of the Columbian Exchange had a tragic impact on many Native Americans. Disease was just as much a part of the Columbian Exchange as goods and food. The diseases Europeans brought with them, which included smallpox and measles, led to the deaths of millions of Native Americans.

## TAKING NOTES

**Recognizing Effects** Use a chart to record information about the Columbian Exchange.

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		



## The Columbian Exchange

Few events transformed the world like the Columbian Exchange. This global transfer of plants, animals, disease, and especially food brought together the Eastern and Western hemispheres and touched, in some way, nearly all the peoples of the world.

### Frightening Foods

Several foods from the Americas that we now take for granted at first amazed and terrified Europeans. Early on, people thought the tomato was harmful to eat. One German official warned that the tomato “should not be taken internally.” In 1619, officials in Burgundy, France, banned potatoes, explaining that “too frequent use of them caused the leprosy.” In 1774, starving peasants in Prussia refused to eat the spud.

*“The culinary life we owe Columbus is a progressive dinner in which the whole human race takes part but no one need leave home to sample all the courses.”*

*Raymond Sokolov*

### The Columbian Exchange



### Patterns of Interaction

*The Geography of Food: The Impact of Potatoes and Sugar*

Think about your favorite foods. Chances are that at least one originated in a distant land. Throughout history, the introduction of new foods into a region has dramatically changed lives—for better and worse. Dependence on the potato, for example, led to a famine in Ireland. This prompted a massive migration of Irish people to other countries. In the Americas, the introduction of sugar led to riches for some and enslavement for many others.

### Connect to Today

**1. Forming Opinions** Have students work in small groups to pose and answer questions about the beneficial and harmful aspects of the Columbian Exchange.

See Skillbuilder Handbook, page R20.

**2. Comparing and Contrasting** Find out what major items are exchanged or traded between the United States and either Asia, Africa, or Europe. How do the items compare with those of the Columbian Exchange? Report your findings to the class.



A Spanish missionary in Mexico described the effects of smallpox on the Aztecs:

#### PRIMARY SOURCE

There was a great havoc. Very many died of it. They could not walk. . . . They could not move; they could not stir; they could not change position, nor lie on one side; nor face down, nor on their backs. And if they stirred, much did they cry out. Great was its destruction.

BERNARDINO DE SAHAGUN, quoted in *Seeds of Change*

Other diseases Europeans brought with them included influenza, typhus, malaria, and diphtheria. **A**

## Global Trade

The establishment of colonial empires in the Americas influenced the nations of Europe in still other ways. New wealth from the Americas was coupled with a dramatic growth in overseas trade. The two factors together prompted a wave of new business and trade practices in Europe during the 16th and 17th centuries. These practices, many of which served as the root of today's financial dealings, dramatically changed the economic atmosphere of Europe.

**The Rise of Capitalism** One aspect of the European economic revolution was the growth of **capitalism**. Capitalism is an economic system based on private ownership and the investment of resources, such as money, for profit. No longer were governments the sole owners of great wealth. Due to overseas colonization and trade, numerous merchants had obtained great wealth. These merchants continued to invest their money in trade and overseas exploration. Profits from these investments enabled merchants and traders to reinvest even more money in other enterprises. As a result, businesses across Europe grew and flourished.

The increase in economic activity in Europe led to an overall increase in many nations' money supply. This in turn brought on inflation, or the steady rise in the price of goods. Inflation occurs when people have more money to spend and thus demand more goods and services. Because the supply of goods is less than the demand for them, the goods become both scarce and more valuable. Prices then rise. At this time in Europe, the costs of many goods rose. Spain, for example, endured a crushing bout of inflation during the 1600s, as boatloads of gold and silver from the Americas greatly increased the nation's money supply.

**Joint-Stock Companies** Another business venture that developed during this period was known as the **joint-stock company**. The joint-stock company worked much like the modern-day corporation, with investors buying shares of stock in a company. It involved a number of people combining their wealth for a common purpose.

## Three Worlds Meet, 1492–1700

### 1492 (Europeans)

Columbus embarks on voyage.

### 1511 (Africans)

Africans begin working as slaves in the Americas.

### 1521 (Americans)

The Aztec Empire in Mexico is conquered by Hernando Cortés.

### 1533 (Americans)

The Inca Empire in South America falls to Francisco Pizarro.



### 1630 (Europeans)

Puritans establish the Massachusetts Bay Colony in North America.

### 1650 (Africans)

The number of Africans toiling in Spanish America reaches 300,000.

### 1675 (Americans)

Native Americans battle colonists in King Philip's War.

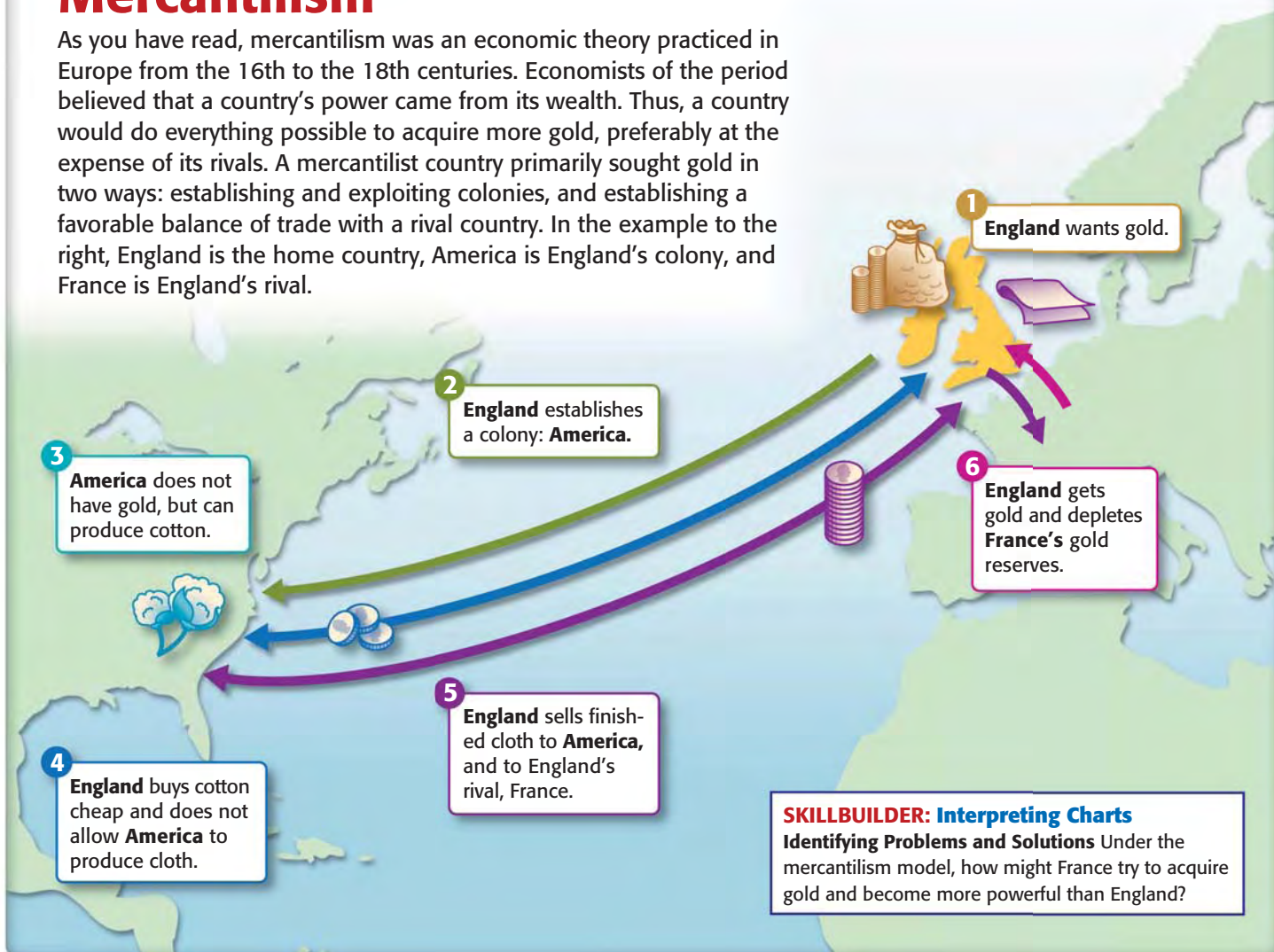
#### MAIN IDEA

#### Making Inferences

**A** Why is the Columbian Exchange considered a significant event?

# Mercantilism

As you have read, mercantilism was an economic theory practiced in Europe from the 16th to the 18th centuries. Economists of the period believed that a country's power came from its wealth. Thus, a country would do everything possible to acquire more gold, preferably at the expense of its rivals. A mercantilist country primarily sought gold in two ways: establishing and exploiting colonies, and establishing a favorable balance of trade with a rival country. In the example to the right, England is the home country, America is England's colony, and France is England's rival.



In Europe during the 1500s and 1600s, that common purpose was American colonization. It took large amounts of money to establish overseas colonies. Moreover, while profits may have been great, so were risks. Many ships, for instance, never completed the long and dangerous ocean voyage. Because joint-stock companies involved numerous investors, the individual members paid only a fraction of the total colonization cost. If the colony failed, investors lost only their small share. If the colony thrived, the investors shared in the profits. It was a joint-stock company that was responsible for establishing Jamestown, England's first North American colony. **B**

## MAIN IDEA

### Making Inferences

**B** Why would a joint-stock company be popular with investors in overseas colonies?

## The Growth of Mercantilism

During this time, the nations of Europe adopted a new economic policy known as **mercantilism**. The theory of mercantilism (shown above) held that a country's power depended mainly on its wealth. Wealth, after all, allowed nations to build strong navies and purchase vital goods. As a result, the goal of every nation became the attainment of as much wealth as possible.



**Balance of Trade** According to the theory of mercantilism, a nation could increase its wealth and power in two ways. First, it could obtain as much gold and silver as possible. Second, it could establish a **favorable balance of trade**, in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient, not dependent on other countries for goods. An English author of the time wrote about the new economic idea of mercantilism:

#### PRIMARY SOURCE

Although a Kingdom may be enriched by gifts received, or by purchases taken from some other Nations . . . these are things uncertain and of small consideration when they happen. The ordinary means therefore to increase our wealth and treasure is by Foreign Trade, wherein we must ever observe this rule: to sell more to strangers yearly than we consume of theirs in value.

THOMAS MUN, quoted in *World Civilizations*

#### MAIN IDEA

##### Summarizing

**C** What role did colonies play in mercantilism?

Mercantilism went hand in hand with colonization, for colonies played a vital role in this new economic practice. Aside from providing silver and gold, colonies provided raw materials that could not be found in the home country, such as wood or furs. In addition to playing the role of supplier, the colonies also provided a market. The home country could sell its goods to its colonies. **C**

**Economic Revolution Changes European Society** The economic changes that swept through much of Europe during the age of American colonization also led to changes in European society. The economic revolution spurred the growth of towns and the rise of a class of merchants who controlled great wealth.

The changes in European society, however, only went so far. While towns and cities grew in size, much of Europe's population continued to live in rural areas. And although merchants and traders enjoyed social mobility, the majority of Europeans remained poor. More than anything else, the economic revolution increased the wealth of European nations. In addition, mercantilism contributed to the creation of a national identity. Also, as Chapter 21 will describe, the new economic practices helped expand the power of European monarchs, who became powerful rulers.

#### SECTION

## 4

#### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Columbian Exchange
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

#### USING YOUR NOTES

2. Which effect do you think had the greatest impact on history?

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

#### MAIN IDEAS

- What were some of the food items that traveled from the Americas to the rest of the world?
- What food and livestock from the rest of the world traveled to the Americas?
- What were some of the effects on European society of the economic revolution that took place in the 16th and 17th centuries?

#### CRITICAL THINKING & WRITING

- MAKING INFERENCES** Why were colonies considered so important to the nations of Europe?
- DRAWING CONCLUSIONS** Why might establishing overseas colonies have justified high profits for those who financed the colonies?
- COMPARING** What were some of the positive and negative consequences of the Columbian Exchange?
- WRITING ACTIVITY** **ECONOMICS** Do you think the economic changes in Europe during the era of American colonization qualify as a revolution? Why or why not? Support your opinions in a two-paragraph **essay**.

#### CONNECT TO TODAY MAKING A POSTER

Research one crop that developed in the Americas (such as corn or potatoes) and its impact on the world today. Show your findings in a **poster**.

# Chapter 20 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the Atlantic world from 1492 to 1800.

1. conquistador
2. *encomienda*
3. Jamestown
4. French and Indian War
5. Atlantic slave trade
6. triangular trade
7. Columbian Exchange
8. mercantilism

## MAIN IDEAS

### Spain Builds an American Empire Section 1 (pages 553–560)

9. Why did Columbus set sail westward?
10. What were three goals of the Spanish in the Americas?
11. Why did Popé lead a rebellion against the Spanish?

### European Nations Settle North America Section 2 (pages 561–565)

12. What did the Europeans mostly grow in their Caribbean colonies?
13. What was the result of the French and Indian War?

### The Atlantic Slave Trade Section 3 (pages 566–570)

14. What factors led European colonists to use Africans to resupply their labor force?
15. What were the conditions on board a slave ship?
16. What were several ways in which enslaved Africans resisted their treatment in the Americas?

### The Columbian Exchange and Global Trade Section 4 (pages 571–575)

17. Why was the introduction of corn and potatoes to Europe and Asia so significant?
18. What was the economic policy of mercantilism?

## CRITICAL THINKING

### 1. USING YOUR NOTES

Use the chart to identify which nation sponsored each explorer and the regions he explored.

Explorer	Nation	Regions
Cabral		
Magellan		
Cartier		

### 2. DRAWING CONCLUSIONS

**EMPIRE BUILDING** What factors helped the Europeans conquer the Americas? Which was the most important? Why?

### 3. RECOGNIZING EFFECTS

**ECONOMICS** Explain the statement, “Columbus’s voyage began a process that changed the world forever.” Consider all the peoples and places American colonization affected economically.

### 4. COMPARING AND CONTRASTING

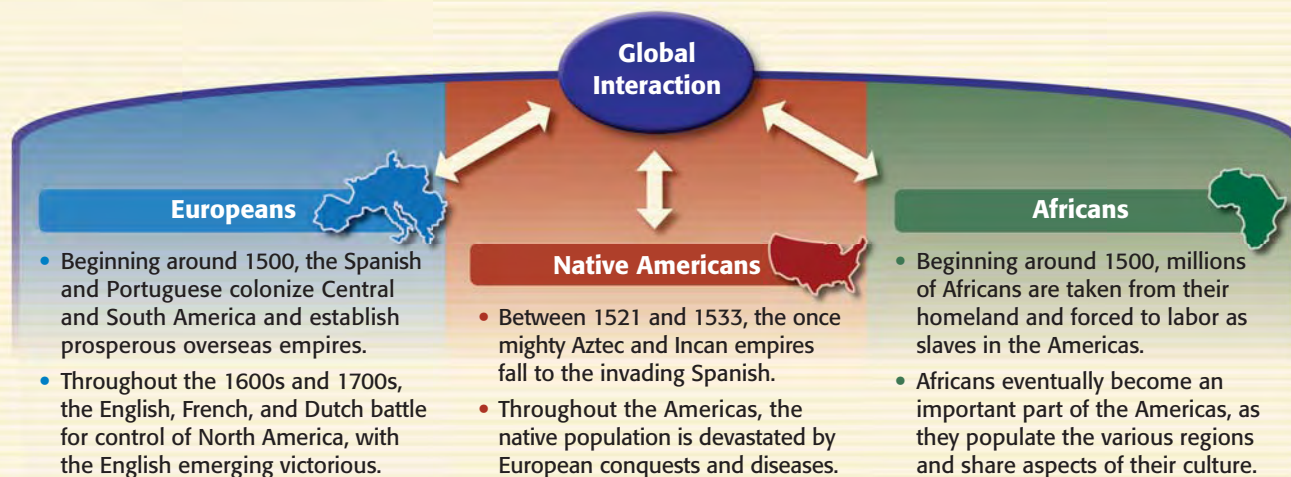
**CULTURAL INTERACTION** What might have been some of the differences in the Europeans’ and Native Americans’ views of colonization?

### 5. SYNTHESIZING

How did enslaved Africans help create the societies in the New World?

## VISUAL SUMMARY

### The Atlantic World





## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

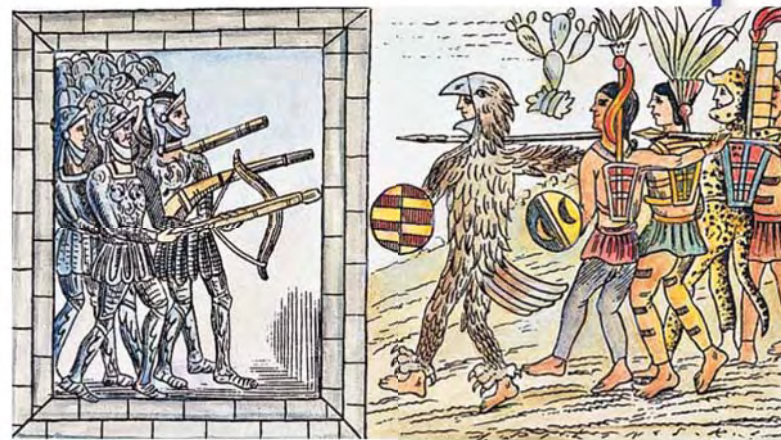
### PRIMARY SOURCE

Where there is a vacant place, there is liberty for . . . [Christians] to come and inhabit, though they neither buy it nor ask their leaves. . . . Indeed, no nation is to drive out another without special commission from Heaven . . . unless the natives do unjustly wrong them, and will not recompense the wrongs done in a peaceable fort [way]. And then they may right themselves by lawful war and subdue the country unto themselves.

**JOHN COTTON**, from “God’s Promise to His Plantation”

- What do you think Native Americans might have said about Cotton’s statement that America was a “vacant place”?
  - agreed that the continent was largely empty
  - discussed development plans with him
  - pointed out that they inhabited the land
  - offered to sell the land to him
- How might the last part of Cotton’s statement have helped the Puritans justify taking land from the Native Americans?
  - Puritans could claim natives had wronged them.
  - Natives could claim Puritans had wronged them.
  - Puritans believed war was wrong in all circumstances.
  - Native Americans were willing to negotiate their grievances.

Use the Aztec drawing below and your knowledge of world history to answer question 3.



- How does the artist depict the clash of Aztec and Spanish cultures?
  - meeting to negotiate peace
  - meeting as warriors
  - engaging in a sports competition
  - meeting as friends

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 552 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why? If you decided to fight with the Aztecs, what are your feelings now? Discuss your thoughts and opinions with a small group.

### 2. WRITING ABOUT HISTORY

An English colony would have looked strange and different to a Native American of the time. Write a **paragraph** describing an English colony of the 17th century. In your paragraph, provide details about the following:

- clothes
- food
- shelter
- weapons

### INTEGRATED TECHNOLOGY

#### Participating in a WebQuest

**Introduction** The Columbian Exchange marked the beginning of worldwide trade. Imagine that you are an exporter of a product and want to know how tariffs will affect your sales in various countries.

**Task** Collect and organize data about a particular product, including how much of the product various countries import and the tariff each country imposes.

**Process and Resources** With a team of four other students, use the Internet to research your product. Internet keyword: *customs tariffs various countries*. Identify at least five countries that import the product. Organize your findings in a spreadsheet.

**Evaluation and Conclusion** How did this project contribute to your understanding of global trade? How do you think tariffs will affect demand for your product in each country?

## Four Governments

In Unit 4, you studied how cultures around the world organized and governed themselves. The next six pages focus on four of those governments—the Incan Empire, Italian city-states, Tokugawa Japan, and the Ottoman Empire. How they functioned and the physical symbols they used to communicate their power are important themes. The chart below identifies some key characteristics of the four different governments, and the map locates them in time and place. Take notes on the similarities and differences between the four governments.

	Key Characteristics			
	Incan Empire	Italian City-States	Tokugawa Japan	Ottoman Empire
<b>Title of Ruler</b>	<ul style="list-style-type: none"> <li>Inca</li> </ul>	<ul style="list-style-type: none"> <li>varied by city: some had title of nobility, others of an elected position</li> </ul>	<ul style="list-style-type: none"> <li>Shogun; emperor was a figurehead only</li> </ul>	<ul style="list-style-type: none"> <li>Sultan</li> </ul>
<b>Ruling Structure</b>	<ul style="list-style-type: none"> <li>monarchical</li> </ul>	<ul style="list-style-type: none"> <li>oligarchic</li> </ul>	<ul style="list-style-type: none"> <li>militaristic</li> </ul>	<ul style="list-style-type: none"> <li>bureaucratic</li> </ul>
<b>Basis of Authority</b>	<ul style="list-style-type: none"> <li>ruler believed to be descendant of the Sun god</li> </ul>	<ul style="list-style-type: none"> <li>inheritance or social status supported by financial influence</li> </ul>	<ul style="list-style-type: none"> <li>absolute loyalty and devoted service of samurai to their daimyo</li> </ul>	<ul style="list-style-type: none"> <li>military power</li> </ul>
<b>Distinctive Feature of Government</b>	<ul style="list-style-type: none"> <li>Officials reported from the village level up to the king.</li> <li>Members of an ethnic group, or <i>mitimas</i>, were moved from their homes to other areas to increase agricultural output or put down rebellions.</li> <li>Children of Inca, local officials, and some others were taken to Cuzco for training.</li> </ul>	<ul style="list-style-type: none"> <li>Power was in the hands of the ruling family or of a few wealthy families of bankers and merchants.</li> <li>Many cities had constitutions and elected assemblies with little power.</li> </ul>	<ul style="list-style-type: none"> <li>Daimyo were the shogun's vassals and local administrators.</li> <li>Shogun controlled daimyo's marriage alliances and the number of samurai each had.</li> <li>To ensure cooperation, daimyo's families were held hostage at court while daimyos administered their home regions.</li> </ul>	<ul style="list-style-type: none"> <li>Sultan owned everything of value (such as land and labor); his bureaucracy was in charge of managing and protecting it.</li> <li>Members of the bureaucracy derived status from the sultan but were his slaves along with their families.</li> <li>Heads of <i>millet</i>s governed locally.</li> </ul>

### SKILLBUILDER: Interpreting Charts

**Drawing Conclusions** How did the rulers of most of these governments keep themselves in power?



#### Monarchy in the Incan Empire, 1438–1535

The Incan monarchy was different from European monarchies. In the Incan Empire, all people worked for the state, either as farmers, or artisans making cloth, for example. Men also served as road builders, as messengers, or as soldiers. The state provided clothing, food, and any necessities in short supply. Every year, the amount of land every family had was reviewed to make sure it could produce enough food to live on.







### Oligarchy in the Italian City-States, 1000–1870

Oligarchy is government by a small group of people. In Venice, citizens elected a great council, but real power was held by the senate, which made all decisions. Only members of 125 to 150 wealthy and cultured families were eligible for membership.



### Militarism in Tokugawa Japan, 1603–1867

A militaristic government is run by the military. All those in power under the Tokugawa shoguns were samurai. As the samurais' work became more administrative than military, the Tokugawa rulers encouraged cultural pursuits such as poetry, calligraphy, and the tea ceremony to keep warlike tendencies in check.

EUROPE

ASIA

Mediterranean Sea

Sea of Japan

40°N

AFRICA

PACIFIC OCEAN

### Bureaucracy in the Ottoman Empire, 1451–1922

A bureaucratic government is organized into departments and offices staffed by workers who perform limited tasks. Because of the size of the empire, the Ottoman bureaucracy required tens of thousands of civil servants. The empire also supported and encouraged the arts.



INDIAN OCEAN

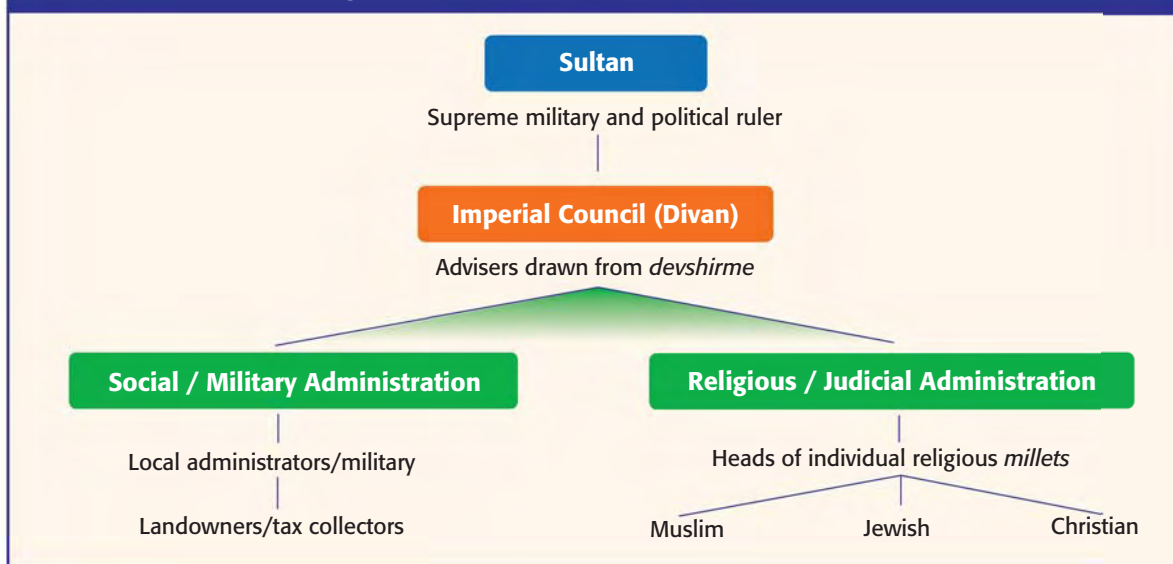
## Comparing & Contrasting

1. In what ways did the Incan government resemble the Ottoman bureaucracy?
2. What similarities and differences were there in the way the sultans and shoguns controlled government officials?
3. What characteristic did the ruling class of the Italian city-states and Tokugawa Japan have in common?

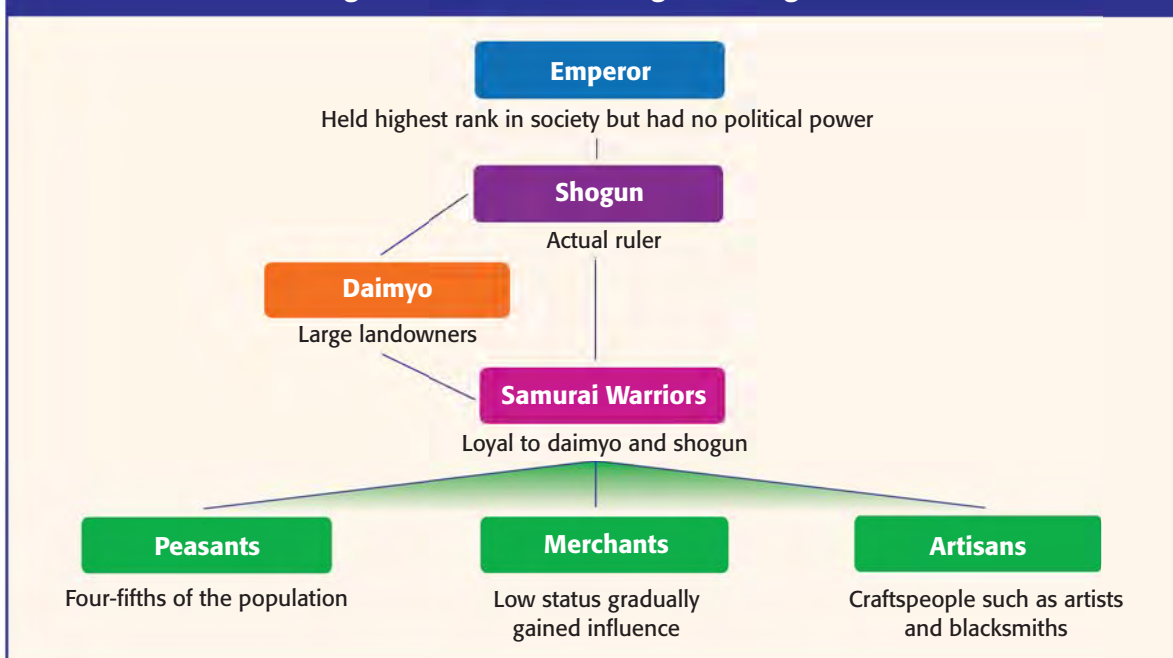
# Structures of Government

All of the governments have officials at different levels with varying degrees of power and responsibility. Compare the governmental structure of the Ottoman bureaucracy with that of Tokugawa Shogunate's militaristic government using the charts below.

## Organization of the Ottoman Government



## Organization of the Tokugawa Shogunate



### SKILLBUILDER: Interpreting Charts

- Clarifying** To whom were the heads of the millets answerable?
- Drawing Conclusions** How might the samurai's loyalty to his daimyo conflict with his loyalty to the shogun?



# Artifacts of Power

The everyday objects used by members of government often serve a symbolic purpose. Note how the objects below communicated the rank and importance of the person who used them. Examine them and consider the effect they probably had on the people who saw them.



## ◀ Japanese Sword

Beautiful weapons and armor were symbols of status and power in Tokugawa Japan. Swords were the special weapons of the samurai, who were the only people allowed to carry arms. Daimyo had artisans make fine swords with expensively decorated hilts and scabbards for ceremonial occasions.



## Italian Medici Pitcher ▲

As well as being great patrons of the fine arts, wealthy Italians surrounded themselves with luxurious practical objects. Even ordinary items, like a pitcher, were elaborately made of expensive materials.



## ◀ Incan Headdress

All of the people in the Incan Empire were required to wear the clothing of their particular ethnic group. The patterns on clothes and headdresses immediately identified a person's place of birth and social rank.

## Comparing & Contrasting

1. How did the role of the sultan compare with the role of the Japanese emperor?
2. What message were expensive personal items meant to convey?
3. How does a household item like the pitcher differ from a sword or headdress as a symbol of power?



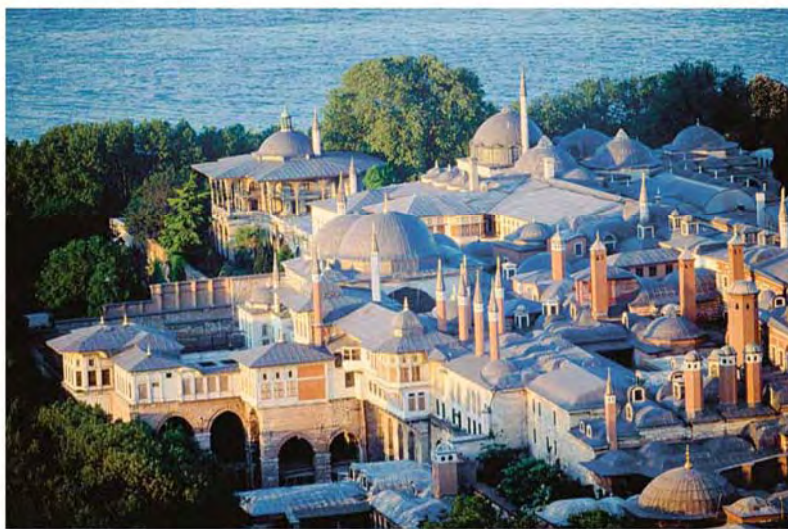


## Architecture of Government

A ruler's castle or palace was a luxurious and safe home where he was surrounded by vassals who protected him. It was also a center of government where his administrators carried on their work under his supervision. Castles and palaces are a show of greatness. Large rooms that accommodate many guests demonstrate the ruler's authority over many people. Rich decorations display the ruler's wealth, refinement, and superior rank.

### Japanese Palace ►

Osaka Castle was originally built by Toyotami Hideyoshi and has been rebuilt twice since then due to fire. It is surrounded by gardens, and the interior was known for its wall paintings and painted screens. During the Tokugawa period, the city of Osaka was a center of trade for agricultural and manufactured goods. The city was governed directly by the shoguns who owned the castle.



### ◄ Ottoman Palace

Topkapi Palace in modern Istanbul, Turkey, was the home of the Ottoman sultans. The buildings were built around several courtyards. Within the outer walls were gardens, a school for future officials, the treasury, and an arsenal. Elaborate paintings, woodwork, and tile designs decorated the walls and ceilings of rooms used by the sultan and his high officials.



# Descriptions of Government

The following passages were written by writers who were reflecting not only on the past, but also on places and events they had personally witnessed.

## PRIMARY SOURCE

### Machiavelli

In this excerpt from *The Discourses*, Italian writer Niccolò Machiavelli discusses six types of government—three good and three bad.

[T]he three bad ones result from the degradation of the other three. . . . Thus monarchy becomes tyranny; aristocracy degenerates into oligarchy; and the popular government lapses readily into licentiousness [lack of restraint].

[S]agacious legislators . . . have chosen one that should partake of all of them, judging that to be the most stable and solid. In fact, when there is combined under the same constitution a prince, a nobility, and the power of the people, then these three powers will watch and keep each other reciprocally in check.

#### DOCUMENT-BASED QUESTION

Why does Machiavelli think a combined government is the best type of government?

INTERACTIVE



## PRIMARY SOURCE

### Garcilaso de la Vega

This description of government administration comes from Garcilaso's history of the Inca.

[Local administrators] were obliged each lunar month to furnish their superiors . . . with a record of the births and deaths that had occurred in the territory administered by them. . . .

[E]very two years . . . the wool from the royal herds was distributed in every village, in order that each person should be decently clothed during his entire life. It should be recalled that . . . the people . . . possessed only very few cattle, whereas the Inca's and the Sun's herds were . . . numerous. . . . Thus everyone was always provided with clothing, shoes, food, and all that is necessary in life.

#### DOCUMENT-BASED QUESTION

What and how did the Incan authorities provide for the common people's needs?

INTERACTIVE

## Comparing & Contrasting

1. How do Osaka Castle and Topkapi Palace project the importance of their owners? Explain.
2. Does Machiavelli favor a system of government that would provide directly for people's needs? Explain.

#### EXTENSION ACTIVITY

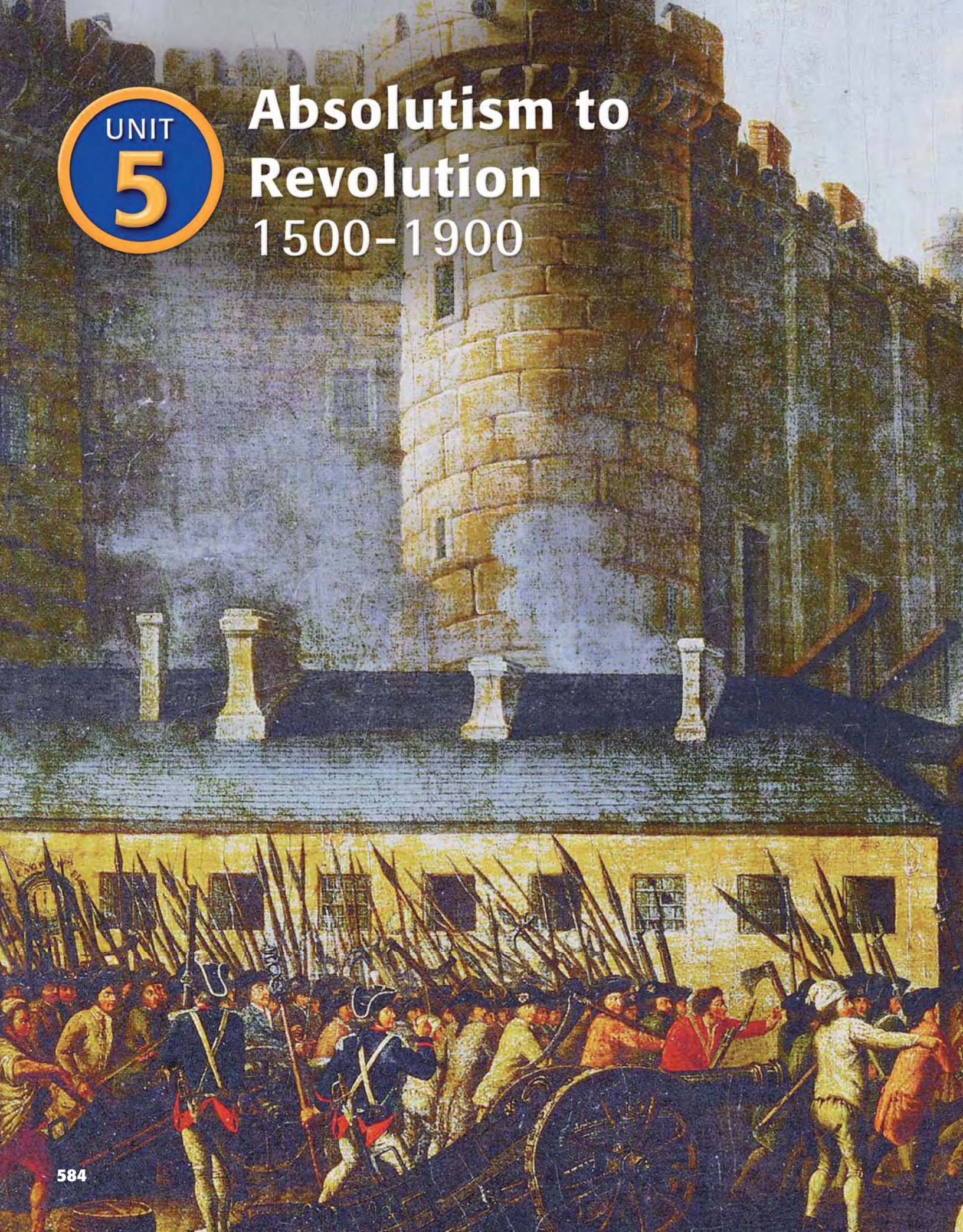
Use the library to get some additional information about the government structure of the Incan Empire and Renaissance Venice. Then draw an organizational chart for each of those governments like the charts on page 580.




UNIT  
**5**

# Absolutism to Revolution

1500–1900







On July 14, 1789, an angry French mob attacked the Bastille, a state prison in Paris, because it was looking for arms and gunpowder. The capture of this prison is considered the beginning of the French Revolution.

### Comparing & Contrasting

#### Political Revolutions

In Unit 5, you will learn that new ideas about human rights and government led to political revolutions in many countries during the late 1700s and the 1800s. At the end of the unit, you will have a chance to compare and contrast those revolutions. (See pages 706–711.)



# Absolute Monarchs in Europe, 1500–1800

## Previewing Main Ideas

**POWER AND AUTHORITY** As feudalism declined, stronger national kingdoms in Spain, France, Austria, Prussia, and Russia emerged under the control of absolute rulers.

**Geography** *Study the map. What large empire was surrounded by many of these national kingdoms?*

**ECONOMICS** Absolute rulers wanted to control their countries' economies so that they could free themselves from limitations imposed by the nobility. In France, Louis XIV's unrestrained spending left his country with huge debts.

**Geography** *What other evidence of unrestrained spending by an absolute ruler does the time line suggest?*

**REVOLUTION** In Great Britain, Parliament and the British people challenged the monarch's authority. The overthrow of the king led to important political changes.

**Geography** *Study the map and the time line. Which British Stuart lands were most affected by the event occurring in 1649?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

WORLD

1500

1521

Cortés conquers Aztec Empire.

1533

Pizarro conquers Incan Empire.

1588

British defeat Philip II's Spanish Armada.

1600

1603

Tokugawa shoguns rule Japan.







## Europe, 1650

- Austrian Hapsburg lands
- British Stuart lands
- French Bourbon lands
- Prussian lands
- Russian lands
- Spanish Hapsburg lands
- Boundary of Holy Roman Empire



**1643**

Louis XIV begins to rule France.

**1649**

Puritans under Oliver Cromwell (at right) execute English king.



**1696**

Peter the Great becomes sole czar of Russia.

**1756**

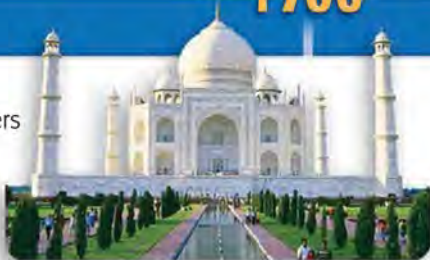
Prussian king Frederick the Great begins Seven Years' War against Austria.

**1700**

**1800**

**1631**

Shah Jahan orders construction of Taj Mahal.



**1776**

American colonists declare their independence from England.



## *What are the benefits and drawbacks of having an absolute ruler?*

You live under the most powerful monarch in 17th-century Europe, Louis XIV of France, shown below. As Louis's subject, you feel proud and well protected because the French army is the strongest in Europe. But Louis's desire to gain lands for France and battle enemies has resulted in costly wars. And he expects you and his other subjects to pay for them.

INTERACTIVE



- 1 Louis XIV uses his clothing to demonstrate his power and status, as his portrait shows. The gold flower on his robe is the symbol of French kings.
- 2 Louis's love of finery is apparent not only in his clothing but also in the ornate setting for this painting. As absolute ruler, Louis imposes taxes to pay for the construction of a magnificent new palace and to finance wars.
- 3 The government of Louis XIV enforces laws and provides security. His sword, scepter, and crown symbolize the power he wields. Yet the French people have no say in what laws are passed or how they are enforced.

### EXAMINING *the* ISSUES

- What might people gain from having a ruler whose power is total, or absolute?
- What factors might weaken the power of an absolute monarch?

As a class, discuss these questions. You may want to refer to earlier rulers, such as those of the Roman, Ottoman, and Carolingian empires. As you read about absolute monarchs in Europe, notice what strengthened and weakened their power.





# Spain's Empire and European Absolutism

## MAIN IDEA

**ECONOMICS** During a time of religious and economic instability, Philip II ruled Spain with a strong hand.

## WHY IT MATTERS NOW

When faced with crises, many heads of government take on additional economic or political powers.

## TERMS & NAMES

- Philip II
- absolute monarch
- divine right

**SETTING THE STAGE** As you learned in Chapter 18, from 1520 to 1566, Suleyman I exercised great power as sultan of the Ottoman Empire. A European monarch of the same period, Charles V, came close to matching Suleyman's power. As the Hapsburg king, Charles inherited Spain, Spain's American colonies, parts of Italy, and lands in Austria and the Netherlands. As the elected Holy Roman emperor, he ruled much of Germany. It was the first time since Charlemagne that a European ruler controlled so much territory.

## A Powerful Spanish Empire

A devout Catholic, Charles not only fought Muslims but also opposed Lutherans. In 1555, he unwillingly agreed to the Peace of Augsburg, which allowed German princes to choose the religion for their territory. The following year, Charles V divided his immense empire and retired to a monastery. To his brother Ferdinand, he left Austria and the Holy Roman Empire. His son, [Philip II](#), inherited Spain, the Spanish Netherlands, and the American colonies.

**Philip II's Empire** Philip was shy, serious, and—like his father—deeply religious. He was also very hard working. Yet Philip would not allow anyone to help him. Deeply suspicious, he trusted no one for long. As his own court historian wrote, “His smile and his dagger were very close.”

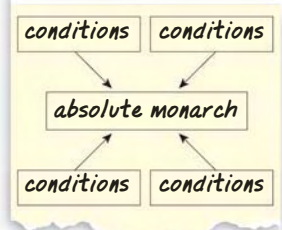
Perhaps above all, Philip could be aggressive for the sake of his empire. In 1580, the king of Portugal died without an heir. Because Philip was the king's nephew, he seized the Portuguese kingdom. Counting Portuguese strongholds in Africa, India, and the East Indies, he now had an empire that circled the globe.

Philip's empire provided him with incredible wealth. By 1600, American mines had supplied Spain with an estimated 339,000 pounds of gold. Between 1550 and 1650, roughly 16,000 tons of silver bullion were unloaded from Spanish galleons, or ships. The king of Spain claimed between a fourth and a fifth of every shipload of treasure as his royal share. With this wealth, Spain was able to support a large standing army of about 50,000 soldiers.

**Defender of Catholicism** When Philip assumed the throne, Europe was experiencing religious wars caused by the Reformation. However, religious conflict was not new to Spain. The Reconquista, the campaign to drive Muslims from Spain, had been completed only 64 years before. In addition, Philip's great-grandparents

## TAKING NOTES

**Clarifying** Use a chart to list the conditions that allowed European monarchs to gain power.





## Defeat of the Spanish Armada, 1588



- Route of the Armada
- Route of the English fleet
- Some shipwreck sites
- Spanish Hapsburg lands



In the summer of 1588, Philip II sent about 130 ships carrying 19,000 soldiers to the English Channel. English warships, however, outmaneuvered the Spanish vessels and bombarded the Armada with their heavier long-range cannons.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** Off what English town did the first clash between the Spanish Armada and the English fleet take place?
- 2. Movement** Why do you think the Spanish captains chose to sail north around Scotland rather than take the more direct route home back through the English Channel?



Isabella and Ferdinand had used the Inquisition to investigate suspected heretics, or nonbelievers in Christianity.

Philip believed it was his duty to defend Catholicism against the Muslims of the Ottoman Empire and the Protestants of Europe. In 1571, the pope called on all Catholic princes to take up arms against the mounting power of the Ottoman Empire. Philip responded like a true crusader. More than 200 Spanish and Venetian ships defeated a large Ottoman fleet in a fierce battle near Lepanto. In 1588, Philip launched the Spanish Armada in an attempt to punish Protestant England and its queen, Elizabeth I. Elizabeth had supported Protestant subjects who had rebelled against Philip. However, his fleet was defeated. (See map opposite.)

Although this setback seriously weakened Spain, its wealth gave it the appearance of strength for a while longer. Philip's gray granite palace, the Escorial, had massive walls and huge gates that demonstrated his power. The Escorial also reflected Philip's faith. Within its walls stood a monastery as well as a palace. **A**

#### MAIN IDEA

#### Making Inferences

**A** What did Philip want his palace to demonstrate about his monarchy?

## Golden Age of Spanish Art and Literature

Spain's great wealth did more than support navies and build palaces. It also allowed monarchs and nobles to become patrons of artists. During the 16th and 17th centuries, Spain experienced a golden age in the arts. The works of two great painters show both the faith and the pride of Spain during this period.

**El Greco and Velázquez** Born in Crete, El Greco (GREHK•oh) spent much of his adult life in Spain. His real name was Domenikos Theotokopoulos, but Spaniards called him El Greco, meaning "the Greek." El Greco's art often puzzled the people of his time. He chose brilliant, sometimes clashing colors, distorted the human figure, and expressed emotion symbolically in his paintings. Although unusual, El Greco's techniques showed the deep Catholic faith of Spain. He painted saints and martyrs as huge, long-limbed figures that have a supernatural air.

The paintings of Diego Velázquez (vuh•LAHS•kehs), on the other hand, reflected the pride of the Spanish monarchy. Velázquez, who painted 50 years after El Greco, was the court painter to Philip IV of Spain. He is best known for his portraits of the royal family and scenes of court life. Like El Greco, he was noted for using rich colors.

**Don Quixote** The publication of *Don Quixote de la Mancha* in 1605 is often called the birth of the modern European novel. In this book, Miguel de Cervantes (suh•VAN•teez) wrote about a poor Spanish nobleman who went a little crazy after reading too many books about heroic knights.

▼ In *Las Meninas* (The Maids of Honor), Velázquez depicts King Philip IV's daughter and her attendants.



Hoping to “right every manner of wrong,” Don Quixote rode forth in a rusty suit of armor, mounted on a feeble horse. At one point, he mistook some windmills for giants:

#### PRIMARY SOURCE

He rushed with [his horse’s] utmost speed upon the first windmill he could come at, and, running his lance into the sail, the wind whirled about with such swiftness, that the rapidity of the motion presently broke the lance into shivers, and hurled away both knight and horse along with it, till down he fell, rolling a good way off in the field.

MIGUEL DE CERVANTES, *Don Quixote de la Mancha*

Some critics believe that Cervantes was mocking chivalry, the knightly code of the Middle Ages. Others maintain that the book is about an idealistic person who longs for the romantic past because he is frustrated with his materialistic world.

## The Spanish Empire Weakens

Certainly, the age in which Cervantes wrote was a materialistic one. The gold and silver coming from the Americas made Spain temporarily wealthy. However, such treasure helped to cause long-term economic problems.

**Inflation and Taxes** One of these problems was severe inflation, which is a decline in the value of money, accompanied by a rise in the prices of goods and services. Inflation in Spain had two main causes. First, Spain’s population had been growing. As more people demanded food and other goods, merchants were able to raise prices. Second, as silver bullion flooded the market, its value dropped. People needed more and more amounts of silver to buy things.

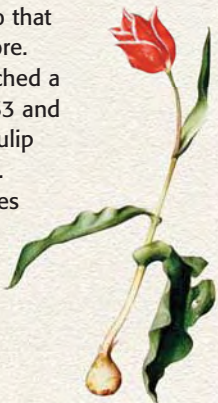
Spain’s economic decline also had other causes. When Spain expelled the Jews and Moors (Muslims) around 1500, it lost many valuable artisans and businesspeople. In addition, Spain’s nobles did not have to pay taxes. The tax burden fell on the lower classes. That burden prevented them from accumulating enough wealth to start their own businesses. As a result, Spain never developed a middle class.

### Global Impact

#### Tulip Mania

Tulips came to Europe from Turkey around 1550. People went wild over the flowers and began to buy rare varieties. However, the supply of tulips could not meet the demand, and prices began to rise. Soon people were spending all their savings on bulbs and taking out loans so that they could buy more.

Tulip mania reached a peak between 1633 and 1637. Soon after, tulip prices sank rapidly. Many Dutch families lost property and were left with bulbs that were nearly worthless.



**Making Spain’s Enemies Rich** Guilds that had emerged in the Middle Ages still dominated business in Spain. Such guilds used old-fashioned methods. This made Spanish cloth and manufactured goods more expensive than those made elsewhere. As a result, Spaniards bought much of what they needed from France, England, and the Netherlands. Spain’s great wealth flowed into the pockets of foreigners, who were mostly Spain’s enemies.

To finance their wars, Spanish kings borrowed money from German and Italian bankers. When shiploads of silver came in, the money was sent abroad to repay debts. The economy was so feeble that Philip had to declare the Spanish state bankrupt three times. **B**

**The Dutch Revolt** In the Spanish Netherlands, Philip had to maintain an army to keep his subjects under control. The Dutch had little in common with their Spanish rulers. While Spain was Catholic, the Netherlands had many Calvinist congregations. Also, Spain had a sluggish economy, while the Dutch had a prosperous middle class.

Philip raised taxes in the Netherlands and took steps to crush Protestantism. In response, in 1566, angry Protestant mobs swept through Catholic churches. Philip then sent an

#### MAIN IDEA

##### Identifying Problems

**B** Why didn’t Spain’s economy benefit from the gold and silver from the Americas?



army under the Spanish duke of Alva to punish the rebels. On a single day in 1568, the duke executed 1,500 Protestants and suspected rebels.

The Dutch continued to fight the Spanish for another 11 years. Finally, in 1579, the seven northern provinces of the Netherlands, which were largely Protestant, united and declared their independence from Spain. They became the United Provinces of the Netherlands. The ten southern provinces (present-day Belgium) were Catholic and remained under Spanish control.

## The Independent Dutch Prosper

The United Provinces of the Netherlands was different from other European states of the time. For one thing, the people there practiced religious toleration. In addition, the United Provinces was not a kingdom but a republic. Each province had an elected governor, whose power depended on the support of merchants and landholders.

**Dutch Art** During the 1600s, the Netherlands became what Florence had been during the 1400s. It boasted not only the best banks but also many of the best artists in Europe. As in Florence, wealthy merchants sponsored many of these artists.

Rembrandt van Rijn (REHM•BRANT vahn RYN) was the greatest Dutch artist of the period. Rembrandt painted portraits of wealthy middle-class merchants. He also produced group portraits. In *The Night Watch* (shown below), he portrayed a group of city guards. Rembrandt used sharp contrasts of light and shadow to draw attention to his focus.

Another artist fascinated with the effects of light and dark was Jan Vermeer (YAHN vuhr•MEER). Like many other Dutch artists, he chose domestic, indoor settings for his portraits. He often painted women doing such familiar activities as pouring milk from a jug or reading a letter. The work of both Rembrandt and Vermeer reveals how important merchants, civic leaders, and the middle class in general were in 17th-century Netherlands.




◀ In *The Night Watch*, Rembrandt showed the individuality of each man by capturing distinctive facial expressions and postures.

**Dutch Trading Empire** The stability of the government allowed the Dutch people to concentrate on economic growth. The merchants of Amsterdam bought surplus grain in Poland and crammed it into their warehouses. When they heard about poor harvests in southern Europe, they shipped the grain south while prices were highest. The Dutch had the largest fleet of ships in the world—perhaps 4,800 ships in 1636. This fleet helped the Dutch East India Company (a trading company controlled by the Dutch government) to dominate the Asian spice trade and the Indian Ocean trade. Gradually, the Dutch replaced the Italians as the bankers of Europe.


## Absolutism in Europe

Even though Philip II lost his Dutch possessions, he was a forceful ruler in many ways. He tried to control every aspect of his empire's affairs. During the next few centuries, many European monarchs would also claim the authority to rule without limits on their power.

**The Theory of Absolutism** These rulers wanted to be **absolute monarchs**, kings or queens who held all of the power within their states' boundaries. Their goal was to control every aspect of society. Absolute monarchs believed in **divine right**, the idea that God created the monarchy and that the monarch acted as God's representative on Earth. An absolute monarch answered only to God, not to his or her subjects. 

### MAIN IDEA

#### Drawing Conclusions

 How was Philip II typical of an absolute monarch?

## > Analyzing Key Concepts

### Absolutism

Absolutism was the political belief that one ruler should hold all of the power within the boundaries of a country. Although practiced by several monarchs in Europe during the 16th through 18th centuries, absolutism has been used in many regions throughout history. In ancient times, Shi Huangdi in China, Darius in Persia, and the Roman caesars were all absolute rulers. (See Chapters 4, 5, and 6.)

#### Causes

- Religious and territorial conflicts created fear and uncertainty.
- The growth of armies to deal with conflicts caused rulers to raise taxes to pay troops.
- Heavy taxes led to additional unrest and peasant revolts.



### ABSOLUTISM

#### Effects

- Rulers regulated religious worship and social gatherings to control the spread of ideas.
- Rulers increased the size of their courts to appear more powerful.
- Rulers created bureaucracies to control their countries' economies.

### SKILLBUILDER: Interpreting Charts

**1. Making Inferences** Why do you think absolute rulers controlled social gatherings?

 See Skillbuilder Handbook, page R10.

**2. Hypothesizing** Today several nations of the world (such as Saudi Arabia) have absolute rulers. Judging from what you know of past causes of absolutism, why do you think absolute rulers still exist today?



**Growing Power of Europe's Monarchs** As Europe emerged from the Middle Ages, monarchs grew increasingly powerful. The decline of feudalism, the rise of cities, and the growth of national kingdoms all helped to centralize authority. In addition, the growing middle class usually backed monarchs, because they promised a peaceful, supportive climate for business. Monarchs used the wealth of colonies to pay for their ambitions. Church authority also broke down during the late Middle Ages and the Reformation. That opened the way for monarchs to assume even greater control. In 1576, Jean Bodin, an influential French writer, defined absolute rule:

#### PRIMARY SOURCE

The first characteristic of the sovereign prince is the power to make general and special laws, but—and this qualification is important—without the consent of superiors, equals, or inferiors. If the prince requires the consent of superiors, then he is a subject himself; if that of equals, he shares his authority with others; if that of his subjects, senate or people, he is not sovereign.

JEAN BODIN, *Six Books on the State*

**Crises Lead to Absolutism** The 17th century was a period of great upheaval in Europe. Religious and territorial conflicts between states led to almost continuous warfare. This caused governments to build huge armies and to levy even heavier taxes on an already suffering population. These pressures in turn brought about widespread unrest. Sometimes peasants revolted.

In response to these crises, monarchs tried to impose order by increasing their own power. As absolute rulers, they regulated everything from religious worship to social gatherings. They created new government bureaucracies to control their countries' economic life. Their goal was to free themselves from the limitations imposed by the nobility and by representative bodies such as Parliament. Only with such freedom could they rule absolutely, as did the most famous monarch of his time, Louis XIV of France. You'll learn more about him in the next section.

## SECTION

# 1

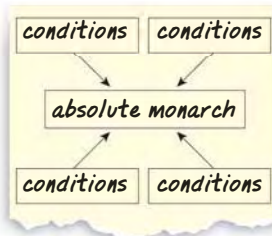
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Philip II
- absolute monarch
- divine right

### USING YOUR NOTES

2. Which condition is probably most necessary for a monarch to gain power? Why?



### MAIN IDEAS

3. What is the significance of England's defeat of the Spanish Armada?
4. Why did the Dutch revolt against Spain?
5. Why did absolute monarchs believe that they were justified in exercising absolute power?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** What does the art described in this section reveal about the cultures of Spain and the Netherlands?
7. **ANALYZING CAUSES** What role did religion play in the struggle between the Spanish and the Dutch?
8. **MAKING INFERENCES** How did the lack of a middle class contribute to the decline of Spain's economy?
9. **WRITING ACTIVITY** **ECONOMICS** Write a **comparison-contrast paragraph** on the economies of Spain and the Netherlands around 1600.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to identify the religious affiliations of people in Spain and in the Netherlands today. Create a **graph** for each country showing the results of your research.

### INTERNET KEYWORD

*religion in Spain; religion in the Netherlands*



2

# The Reign of Louis XIV

## MAIN IDEA

**POWER AND AUTHORITY** After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.

## WHY IT MATTERS NOW

Louis's abuse of power led to revolution that would inspire the call for democratic government throughout the world.

## TERMS & NAMES

- Edict of Nantes
- Cardinal Richelieu
- skepticism
- Louis XIV
- intendant
- Jean Baptiste Colbert
- War of the Spanish Succession

**SETTING THE STAGE** In 1559, King Henry II of France died, leaving four young sons. Three of them ruled, one after the other, but all proved incompetent. The real power behind the throne during this period was their mother, Catherine de Médicis. Catherine tried to preserve royal authority, but growing conflicts between Catholics and Huguenots—French Protestants—rocked the country. Between 1562 and 1598, Huguenots and Catholics fought eight religious wars. Chaos spread through France.

## TAKING NOTES

**Following Chronological Order** Use a time line to list the major events of Louis XIV's reign.

1643 1715

## Religious Wars and Power Struggles

In 1572, the St. Bartholomew's Day Massacre in Paris sparked a six-week, nationwide slaughter of Huguenots. The massacre occurred when many Huguenot nobles were in Paris. They were attending the marriage of Catherine's daughter to a Huguenot prince, Henry of Navarre. Most of these nobles died, but Henry survived.

**Henry of Navarre** Descended from the popular medieval king Louis IX, Henry was robust, athletic, and handsome. In 1589, when both Catherine and her last son died, Prince Henry inherited the throne. He became Henry IV, the first king of the Bourbon dynasty in France. As king, he showed himself to be decisive, fearless in battle, and a clever politician.

Many Catholics, including the people of Paris, opposed Henry. For the sake of his war-weary country, Henry chose to give up Protestantism and become a Catholic. Explaining his conversion, Henry reportedly declared, "Paris is well worth a mass."

In 1598, Henry took another step toward healing France's wounds. He declared that the Huguenots could live in peace in France and set up their own houses of worship in some cities. This declaration of religious toleration was called the **Edict of Nantes**.

Aided by an adviser who enacted wise financial policies, Henry devoted his reign to rebuilding France and its prosperity. He restored the French monarchy to a strong position. After a generation of war, most French people welcomed peace. Some people, however, hated Henry for his religious compromises. In 1610, a fanatic leaped into the royal carriage and stabbed Henry to death.



**Louis XIII and Cardinal Richelieu** After Henry IV's death, his son Louis XIII reigned. Louis was a weak king, but in 1624, he appointed a strong minister who made up for all of Louis's weaknesses.

**Cardinal Richelieu** (RIHSH•uh•LOO) became, in effect, the ruler of France. For several years, he had been a hard-working leader of the Catholic church in France. Although he tried sincerely to lead according to moral principles, he was also ambitious and enjoyed exercising authority. As Louis XIII's minister, he was able to pursue his ambitions in the political arena.

Richelieu took two steps to increase the power of the Bourbon monarchy. First, he moved against Huguenots. He believed that Protestantism often served as an excuse for political conspiracies against the Catholic king. Although Richelieu did not take away the Huguenots' right to worship, he forbade Protestant cities to have walls. He did not want them to be able to defy the king and then withdraw behind strong defenses.

Second, he sought to weaken the nobles' power. Richelieu ordered nobles to take down their fortified castles. He increased the power of government agents who came from the middle class. The king relied on these agents, so there was less need to use noble officials.

Richelieu also wanted to make France the strongest state in Europe. The greatest obstacle to this, he believed, was the Hapsburg rulers, whose lands surrounded France. The Hapsburgs ruled Spain, Austria, the Netherlands, and parts of the Holy Roman Empire. To limit Hapsburg power, Richelieu involved France in the Thirty Years' War. **A**



▲ Cardinal Richelieu probably had himself portrayed in a standing position in this painting to underscore his role as ruler.

#### MAIN IDEA

#### Making Inferences

**A** How did Richelieu's actions toward Huguenots and the nobility strengthen the monarchy?

## Writers Turn Toward Skepticism

As France regained political power, a new French intellectual movement developed. French thinkers had witnessed the religious wars with horror. What they saw turned them toward **skepticism**, the idea that nothing can ever be known for certain. These thinkers expressed an attitude of doubt toward churches that claimed to have the only correct set of doctrines. To doubt old ideas, skeptics thought, was the first step toward finding truth.

**Montaigne and Descartes** Michel de Montaigne lived during the worst years of the French religious wars. After the death of a dear friend, Montaigne thought deeply about life's meaning. To communicate his ideas, Montaigne developed a new form of literature, the essay. An essay is a brief work that expresses a person's thoughts and opinions.

In one essay, Montaigne pointed out that whenever a new belief arose, it replaced an old belief that people once accepted as truth. In the same way, he went on, the new belief would also probably be replaced by some different idea in the future. For these reasons, Montaigne believed that humans could never have absolute knowledge of what is true.

Another French writer of the time, René Descartes, was a brilliant thinker. In his *Meditations on First Philosophy*, Descartes examined the skeptical argument that one could never be certain of anything. Descartes used his observations and his reason to answer such arguments. In doing so, he created a philosophy that influenced modern thinkers and helped to develop the scientific method. Because of



**Louis XIV**  
1638–1715

Although Louis XIV stood only 5 feet 5 inches tall, his erect and dignified posture made him appear much taller. (It also helped that he wore high-heeled shoes.)

Louis had very strong likes and dislikes. He hated cities and loved to travel through France's countryside. The people who traveled with him were at his mercy, however, for he allowed no stopping except for his own comfort.

It is small wonder that the vain Louis XIV liked to be called the Sun King. He believed that, as with the sun, all power radiated from him.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Louis XIV, go to [classzone.com](http://classzone.com)

this, he became an important figure in the Enlightenment, which you will read about in Chapter 22.

## Louis XIV Comes to Power

The efforts of Henry IV and Richelieu to strengthen the French monarchy paved the way for the most powerful ruler in French history—**Louis XIV**. In Louis's view, he and the state were one and the same. He reportedly boasted, "*L'état, c'est moi*," meaning "I am the state." Although Louis XIV became the strongest king of his time, he was only a four-year-old boy when he began his reign.

**Louis, the Boy King** When Louis became king in 1643 after the death of his father, Louis XIII, the true ruler of France was Richelieu's successor, Cardinal Mazarin (MAZ•uh•RAN). Mazarin's greatest triumph came in 1648, with the ending of the Thirty Years' War.

Many people in France, particularly the nobles, hated Mazarin because he increased taxes and strengthened the central government. From 1648 to 1653, violent anti-Mazarin riots tore France apart. At times, the nobles who led the riots threatened the young king's life. Even after the violence was over, Louis never forgot his fear or his anger at the nobility. He determined to become so strong that they could never threaten him again.

In the end, the nobles' rebellion failed for three reasons. Its leaders distrusted one another even more than they distrusted Mazarin. In addition, the government used violent repression. Finally, peasants and townspeople grew weary of disorder and fighting. For many years afterward, the people of France accepted the oppressive laws of an absolute king. They were convinced that the alternative—rebellion—was even worse. **B**

**Louis Weakens the Nobles' Authority** When Cardinal Mazarin died in 1661, the 22-year-old Louis took control of the government himself. He weakened the power of the nobles by excluding them from his councils. In contrast, he

increased the power of the government agents called **intendants**, who collected taxes and administered justice. To keep power under central control, he made sure that local officials communicated regularly with him.

**Economic Growth** Louis devoted himself to helping France attain economic, political, and cultural brilliance. No one assisted him more in achieving these goals than his minister of finance, **Jean Baptiste Colbert** (kaw•BEHR). Colbert believed in the theory of mercantilism. To prevent wealth from leaving the country, Colbert tried to make France self-sufficient. He wanted it to be able to manufacture everything it needed instead of relying on imports.

To expand manufacturing, Colbert gave government funds and tax benefits to French companies. To protect France's industries, he placed a high tariff on goods from other countries. Colbert also recognized the importance of colonies, which provided raw materials and a market for manufactured goods. The French government encouraged people to migrate to France's colony in Canada. There the fur trade added to French trade and wealth.

#### MAIN IDEA

#### Recognizing Effects

**B** What effects did the years of riots have on Louis XIV? on his subjects?

#### Vocabulary

**mercantilism:** the economic theory that nations should protect their home industries and export more than they import



After Colbert's death, Louis announced a policy that slowed France's economic progress. In 1685, he canceled the Edict of Nantes, which protected the religious freedom of Huguenots. In response, thousands of Huguenot artisans and business people fled the country. Louis's policy thus robbed France of many skilled workers.

## The Sun King's Grand Style

In his personal finances, Louis spent a fortune to surround himself with luxury. For example, each meal was a feast. An observer claimed that the king once devoured four plates of soup, a whole pheasant, a partridge in garlic sauce, two slices of ham, a salad, a plate of pastries, fruit, and hard-boiled eggs in a single sitting! Nearly 500 cooks, waiters, and other servants worked to satisfy his tastes.

**Louis Controls the Nobility** Every morning, the chief valet woke Louis at 8:30. Outside the curtains of Louis's canopy bed stood at least 100 of the most privileged nobles at court. They were waiting to help the great king dress. Only four would be allowed the honor of handing Louis his slippers or holding his sleeves for him.

Meanwhile, outside the bedchamber, lesser nobles waited in the palace halls and hoped Louis would notice them. A kingly nod, a glance of approval, a kind word—these marks of royal attention determined whether a noble succeeded or failed.

A duke recorded how Louis turned against nobles who did not come to court to flatter him:

▼ Though full of errors, Saint-Simon's memoirs provide valuable insight into Louis XIV's character and life at Versailles.

### MAIN IDEA

#### Analyzing Primary Sources

How did Louis's treatment of the nobles reflect his belief in his absolute authority?

### PRIMARY SOURCE

He looked to the right and to the left, not only upon rising but upon going to bed, at his meals, in passing through his apartments, or his gardens. . . . He marked well all absentees from the Court, found out the reason of their absence, and never lost an opportunity of acting toward them as the occasion might seem to justify. . . . When their names were in any way mentioned, "I do not know them," the King would reply haughtily.

**DUKE OF SAINT-SIMON**, *Memoirs of Louis XIV and the Regency*



Having the nobles at the palace increased royal authority in two ways. It made the nobility totally dependent on Louis. It also took them from their homes, thereby giving more power to the intendants. Louis required hundreds of nobles to live with him at the splendid palace he built at Versailles, about 11 miles southwest of Paris.

As you can see from the pictures on the following page, everything about the Versailles palace was immense. It faced a huge royal courtyard dominated by a statue of Louis XIV. The palace itself stretched for a distance of about 500 yards. Because of its great size, Versailles was like a small royal city. Its rich decoration and furnishings clearly showed Louis's wealth and power to everyone who came to the palace.

**Patronage of the Arts** Versailles was a center of the arts during Louis's reign. Louis made opera and ballet more popular. He even danced the title role in the ballet *The Sun King*. One of his favorite writers was Molière (mohl•YAIR), who wrote some of the funniest plays in French literature. Molière's comedies include *Tartuffe*, which mocks religious hypocrisy.

Not since Augustus of Rome had there been a European monarch who supported the arts as much as Louis. Under Louis, the chief purpose of art was no longer to glorify God, as it had been in the Middle Ages. Nor was its purpose to glorify human potential, as it had been in the Renaissance. Now the purpose of art was to glorify the king and promote values that supported Louis's absolute rule.



## The Palace at Versailles

Louis XIV's palace at Versailles was proof of his absolute power. Only a ruler with total control over his country's economy could afford such a lavish palace. It cost an estimated \$2.5 billion in 2003 dollars. Louis XIV was also able to force 36,000 laborers and 6,000 horses to work on the project.



Many people consider the Hall of Mirrors the most beautiful room in the palace. Along one wall are 17 tall mirrors. The opposite wall has 17 windows that open onto the gardens. The hall has gilded statues, crystal chandeliers, and a painted ceiling.

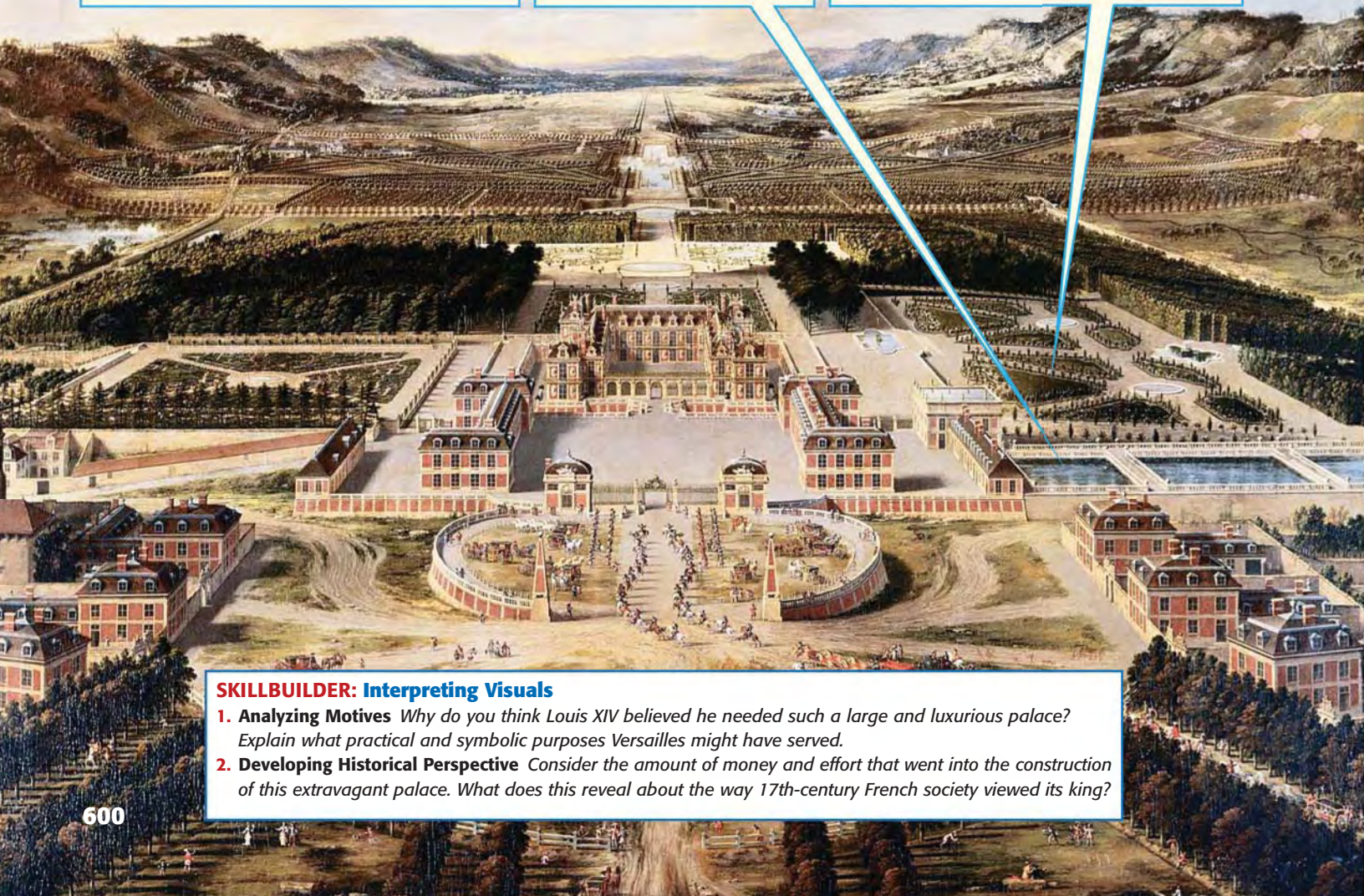


It took so much water to run all the fountains at once that it was done only for special events. On other days, when the king walked in the garden, servants would turn on fountains just before he reached them. The fountains were turned off after he walked away.



The gardens at Versailles remain beautiful today. Originally, Versailles was built with:

- 5,000 acres of gardens, lawns, and woods
- 1,400 fountains



### SKILLBUILDER: Interpreting Visuals

- Analyzing Motives** Why do you think Louis XIV believed he needed such a large and luxurious palace? Explain what practical and symbolic purposes Versailles might have served.
- Developing Historical Perspective** Consider the amount of money and effort that went into the construction of this extravagant palace. What does this reveal about the way 17th-century French society viewed its king?



## Louis Fights Disastrous Wars

Under Louis, France was the most powerful country in Europe. In 1660, France had about 20 million people. This was four times as many as England and ten times as many as the Dutch republic. The French army was far ahead of other states' armies in size, training, and weaponry.

**Attempts to Expand France's Boundaries** In 1667, just six years after Mazarin's death, Louis invaded the Spanish Netherlands in an effort to expand France's boundaries. Through this campaign, he gained 12 towns. Encouraged by his success, he personally led an army into the Dutch Netherlands in 1672. The Dutch saved their country by opening the dikes and flooding the countryside. This was the same tactic they had used in their revolt against Spain a century earlier. The war ended in 1678 with the Treaty of Nijmegen. France gained several towns and a region called Franche-Comté.

Louis decided to fight additional wars, but his luck had run out. By the end of the 1680s, a Europeanwide alliance had formed to stop France. By banding together, weaker countries could match France's strength. This defensive strategy was meant to achieve a balance of power, in which no single country or group of countries could dominate others.

In 1689, the Dutch prince William of Orange became the king of England. He joined the League of Augsburg, which consisted of the Austrian Hapsburg emperor, the kings of Sweden and Spain, and the leaders of several smaller European states. Together, these countries equaled France's strength.

France at this time had been weakened by a series of poor harvests. That, added to the constant warfare, brought great suffering to the French people. So, too, did new taxes, which Louis imposed to finance his wars. **D**

**War of the Spanish Succession** Tired of hardship, the French people longed for peace. What they got was another war. In 1700, the childless king of Spain, Charles II, died after promising his throne to Louis XIV's 16-year-old grandson, Philip of Anjou. The two greatest powers in Europe, enemies for so long, were now both ruled by the French Bourbons.

Other countries felt threatened by this increase in the Bourbon dynasty's power. In 1701, England, Austria, the Dutch Republic, Portugal, and several German and Italian states joined together to prevent the union of the French and Spanish thrones. The long struggle that followed is known as the **War of the Spanish Succession**.

The costly war dragged on until 1714. The Treaty of Utrecht was signed in that year. Under its terms, Louis's grandson was allowed to remain king of Spain so long as the thrones of France and Spain were not united.

The big winner in the war was Great Britain. From Spain, Britain took Gibraltar, a fortress that controlled the entrance to the Mediterranean. Spain also granted a British company an *asiento*, permission to send enslaved Africans to Spain's American colonies. This increased Britain's involvement in trading enslaved Africans.

▼ The painting below shows the Battle of Denain, one of the last battles fought during the War of the Spanish Succession.

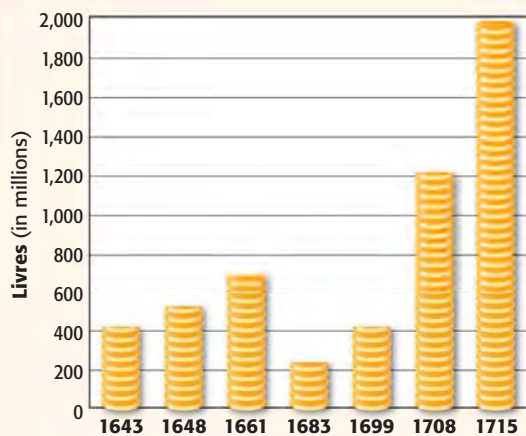


### MAIN IDEA

#### Recognizing Effects

**D** How did Louis's wars against weaker countries backfire?

## Debt of the Royal Family, 1643–1715



A livre is equal to approximately \$10.50 in 1992 U.S. dollars.

Source: *Early Modern France 1560–1715*

### SKILLBUILDER: Interpreting Charts

- Comparing** How many times greater was the royal debt in 1715 than in 1643?
- Synthesizing** What was the royal debt of 1715 equal to in 1992 dollars?

In addition, France gave Britain the North American territories of Nova Scotia and Newfoundland, and abandoned claims to the Hudson Bay region. The Austrian Hapsburgs took the Spanish Netherlands and other Spanish lands in Italy. Prussia and Savoy were recognized as kingdoms.

**Louis's Death and Legacy** Louis's last years were more sad than glorious. Realizing that his wars had ruined France, he regretted the suffering he had brought to his people. He died in bed in 1715. News of his death prompted rejoicing throughout France. The people had had enough of the Sun King.

Louis left a mixed legacy to his country. On the positive side, France was certainly a power to be reckoned with in Europe. France ranked above all other European nations in art, literature, and statesmanship during Louis's reign. In addition, France was considered the military leader of Europe. This military might allowed France to develop a strong empire of colonies, which provided resources and goods for trade.

On the negative side, constant warfare and the construction of the Palace of Versailles plunged France into staggering debt. Also, resentment over the tax burden imposed on the poor and Louis's abuse of power would plague his heirs—and eventually lead to revolution.

Absolute rule didn't die with Louis XIV. His enemies in Prussia and Austria had been experimenting with their own forms of absolute monarchy, as you will learn in Section 3.

## SECTION

## 2

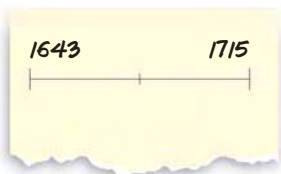
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Edict of Nantes • Cardinal Richelieu • skepticism • Louis XIV • intendant • Jean Baptiste Colbert • War of the Spanish Succession

### USING YOUR NOTES

2. Which events on your time line strengthened the French monarchy? Which weakened it?



### MAIN IDEAS

3. What impact did the French religious wars have on French thinkers?
4. How did Jean Baptiste Colbert intend to stimulate economic growth in France?
5. What was the result of the War of the Spanish Succession?

### CRITICAL THINKING & WRITING

6. **SUPPORTING OPINIONS** Many historians think of Louis XIV as the perfect example of an absolute monarch. Do you agree? Explain why or why not.
7. **RECOGNIZING EFFECTS** How did the policies of Colbert and Louis XIV affect the French economy? Explain both positive and negative effects.
8. **SYNTHESIZING** To what extent did anti-Protestantism contribute to Louis's downfall?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **character sketch** of Louis XIV. Discuss his experiences and character traits.

### CONNECT TO TODAY CREATING AN ORAL PRESENTATION

Research to find out what happened to Versailles after Louis's death and what its function is today. Then present your findings in an **oral presentation**.





# Central European Monarchs Clash

## MAIN IDEA

**POWER AND AUTHORITY** After a period of turmoil, absolute monarchs ruled Austria and the Germanic state of Prussia.

## WHY IT MATTERS NOW

Prussia built a strong military tradition in Germany that contributed in part to world wars in the 20th century.

## TERMS & NAMES

- Thirty Years' War
- Maria Theresa
- Frederick the Great
- Seven Years' War

**SETTING THE STAGE** For a brief while, the German rulers appeared to have settled their religious differences through the Peace of Augsburg (1555). They had agreed that the faith of each prince would determine the religion of his subjects. Churches in Germany could be either Lutheran or Catholic, but not Calvinist. The peace was short-lived—soon to be replaced by a long war. After the Peace of Augsburg, the Catholic and Lutheran princes of Germany watched each other suspiciously.

## The Thirty Years' War

Both the Lutheran and the Catholic princes tried to gain followers. In addition, both sides felt threatened by Calvinism, which was spreading in Germany and gaining many followers. As tension mounted, the Lutherans joined together in the Protestant Union in 1608. The following year, the Catholic princes formed the Catholic League. Now, it would take only a spark to set off a war.

**Bohemian Protestants Revolt** That spark came in 1618. The future Holy Roman emperor, Ferdinand II, was head of the Hapsburg family. As such, he ruled the Czech kingdom of Bohemia. The Protestants in Bohemia did not trust Ferdinand, who was a foreigner and a Catholic. When he closed some Protestant churches, the Protestants revolted. Ferdinand sent an army into Bohemia to crush the revolt. Several German Protestant princes took this chance to challenge their Catholic emperor.

Thus began the [Thirty Years' War](#), a conflict over religion and territory and for power among European ruling families. The war can be divided into two main phases: the phase of Hapsburg triumphs and the phase of Hapsburg defeats.

**Hapsburg Triumphs** The Thirty Years' War lasted from 1618 to 1648. During the first 12 years, Hapsburg armies from Austria and Spain crushed the troops hired by the Protestant princes. They succeeded in putting down the Czech uprising. They also defeated the German Protestants who had supported the Czechs.

Ferdinand II paid his army of 125,000 men by allowing them to plunder, or rob, German villages. This huge army destroyed everything in its path.

**Hapsburg Defeats** The Protestant Gustavus Adolphus of Sweden and his disciplined army of 23,000 shifted the tide of war in 1630. They drove the Hapsburg

## TAKING NOTES

**Comparing** Use a chart to compare Maria Theresa with Frederick the Great. Compare their years of reign, foreign policy, and success in war.

Maria Theresa	Frederick the Great

armies out of northern Germany. However, Gustavus Adolphus was killed in battle in 1632.

Cardinal Richelieu and Cardinal Mazarin of France dominated the remaining years of the war. Although Catholic, these two cardinals feared the Hapsburgs more than the Protestants. They did not want other European rulers to have as much power as the French king. Therefore, in 1635, Richelieu sent French troops to join the German and Swedish Protestants in their struggle against the Hapsburg armies.

**Peace of Westphalia** The war did great damage to Germany. Its population dropped from 20 million to about 16 million. Both trade and agriculture were disrupted, and Germany's economy was ruined. Germany had a long, difficult recovery from this devastation. That is a major reason it did not become a unified state until the 1800s.

The Peace of Westphalia (1648) ended the war. The treaty had these important consequences:

- weakened the Hapsburg states of Spain and Austria;
- strengthened France by awarding it German territory;
- made German princes independent of the Holy Roman emperor;
- ended religious wars in Europe;
- introduced a new method of peace negotiation whereby all participants meet to settle the problems of a war and decide the terms of peace. This method is still used today. **A**

**Beginning of Modern States** The treaty thus abandoned the idea of a Catholic empire that would rule most of Europe. It recognized Europe as a group of equal, independent states. This marked the beginning of the modern state system and was the most important result of the Thirty Years' War.

#### MAIN IDEA

#### Drawing Conclusions

**A** Judging from their actions, do you think the two French cardinals were motivated more by religion or politics? Why?





## States Form in Central Europe

Strong states formed more slowly in central Europe than in western Europe. The major powers of this region were the kingdom of Poland, the Holy Roman Empire, and the Ottoman Empire. None of them was very strong in the mid-1600s.

**Economic Contrasts with the West** One reason for this is that the economy of central Europe developed differently from that of western Europe. During the late Middle Ages, serfs in western Europe slowly won freedom and moved to towns. There, they joined middle-class townspeople, who gained economic power because of the commercial revolution and the development of capitalism.

By contrast, the landowning aristocracy in central Europe passed laws restricting the ability of serfs to gain freedom and move to cities. These nobles wanted to keep the serfs on the land, where they could produce large harvests. The nobles could then sell the surplus crops to western European cities at great profit.

**Several Weak Empires** The landowning nobles in central Europe not only held down the serfs but also blocked the development of strong kings. For example, the Polish nobility elected the Polish king and sharply limited his power. They allowed the king little income, no law courts, and no standing army. As a result, there was not a strong ruler who could form a unified state.

The two empires of central Europe were also weak. Although Suleyman the Magnificent had conquered Hungary and threatened Vienna in 1529, the Ottoman Empire could not take its European conquest any farther. From then on, the Ottoman Empire declined from its peak of power.

In addition, the Holy Roman Empire was seriously weakened by the Thirty Years' War. No longer able to command the obedience of the German states, the Holy Roman Empire had no real power. These old, weakened empires and kingdoms left a power vacuum in central Europe. In the late 1600s, two German-speaking families decided to try to fill this vacuum by becoming absolute rulers themselves.

**Austria Grows Stronger** One of these families was the Hapsburgs of Austria. The Austrian Hapsburgs took several steps to become absolute monarchs. First, during the Thirty Years' War, they reconquered Bohemia. The Hapsburgs wiped out Protestantism there and created a new Czech nobility that pledged loyalty to them. Second, after the war, the Hapsburg ruler centralized the government and created a standing army. Third, by 1699, the Hapsburgs had retaken Hungary from the Ottoman Empire.

In 1711, Charles VI became the Hapsburg ruler. Charles's empire was a difficult one to rule. Within its borders lived a diverse assortment of people—Czechs, Hungarians, Italians, Croats, and Germans. Only the fact that one Hapsburg ruler wore the Austrian, Hungarian, and Bohemian crowns kept the empire together.

**Maria Theresa Inherits the Austrian Throne** How could the Hapsburgs make sure that they continued to rule all those lands? Charles VI spent his entire reign working out an answer to this problem. With endless arm-twisting, he persuaded other leaders of Europe to sign an agreement that declared they would recognize Charles's eldest daughter as the heir to all his Hapsburg territories. That heir was a young woman named **Maria Theresa**. In theory, this agreement guaranteed Maria Theresa a peaceful reign. Instead, she faced years of war. Her main enemy was Prussia, a state to the north of Austria. (See map opposite.)

▼ The imperial crest of the Hapsburgs shows a double-headed eagle with a crown.



## HistoryMakers



**Maria Theresa**  
1717–1780

An able ruler, Maria Theresa also devoted herself to her children, whom she continued to advise even after they were grown. Perhaps her most famous child was Marie Antoinette, wife of Louis XVI of France.

As the Austrian empress, Maria Theresa decreased the power of the nobility. She also limited the amount of labor that nobles could force peasants to do. She argued: “The peasantry must be able to sustain itself.”



**Frederick the Great**  
1712–1786

Although they reigned during the same time, Frederick the Great and Maria Theresa were very different. Where Maria was religious, Frederick was practical and atheistic. Maria Theresa had a happy home life and a huge family, while Frederick died

without a son to succeed him.

An aggressor in foreign affairs, Frederick once wrote that “the fundamental role of governments is the principle of extending their territories.” Frederick earned the title “the Great” by achieving his goals for Prussia.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a family tree showing Maria Theresa’s parents and children. Go to [classzone.com](http://classzone.com) for your research.

## Prussia Challenges Austria

Like Austria, Prussia rose to power in the late 1600s. Like the Hapsburgs of Austria, Prussia’s ruling family, the Hohenzollerns, also had ambitions. Those ambitions threatened to upset central Europe’s delicate balance of power.

**The Rise of Prussia** The Hohenzollerns built up their state from a number of small holdings, beginning with the German states of Brandenburg and Prussia. In 1640, a 20-year-old Hohenzollern named Frederick William inherited the title of elector of Brandenburg. After seeing the destruction of the Thirty Years’ War, Frederick William, later known as the Great Elector, decided that having a strong army was the only way to ensure safety.

To protect their lands, the Great Elector and his descendants moved toward absolute monarchy. They created a standing army, the best in Europe. They built it to a force of 80,000 men. To pay for the army, they introduced permanent taxation. Beginning with the Great Elector’s son, they called themselves kings. They also weakened the representative assemblies of their territories.

Prussia’s landowning nobility, the Junkers (YUNG•kuhrz), resisted the king’s growing power. However, in the early 1700s, King Frederick William I bought their cooperation. He gave the Junkers the exclusive right to be officers in his army. As a result, Prussia became a rigidly controlled, highly militarized society. **B**

**Frederick the Great** Frederick William worried that his son, Frederick, was not military enough to rule. The prince loved music, philosophy, and poetry. In 1730, when he and a friend tried to run away, they were caught. To punish Frederick, the king ordered him to witness his friend’s beheading. Despite such bitter memories, Frederick II, known as **Frederick the Great**, followed his father’s military policies when he came to power. However, he also softened some of his father’s laws. With regard

to domestic affairs, he encouraged religious toleration and legal reform. According to his theory of government, Frederick believed that a ruler should be like a father to his people:

### PRIMARY SOURCE

A prince . . . is only the first servant of the state, who is obliged to act with probity [honesty] and prudence. . . . As the sovereign is properly the head of a family of citizens, the father of his people, he ought on all occasions to be the last refuge of the unfortunate.

**FREDERICK II**, *Essay on Forms of Government*

### MAIN IDEA

#### Clarifying

**B** What steps did the Prussian monarchs take to become absolute monarchs?



## MAIN IDEA

### Clarifying

**C** Why would iron ore, agricultural lands, and textiles be helpful acquisitions for Frederick the Great?

**War of the Austrian Succession** In 1740, Maria Theresa succeeded her father, just five months after Frederick II became king of Prussia. Frederick wanted the Austrian land of Silesia, which bordered Prussia. Silesia produced iron ore, textiles, and food products. Frederick underestimated Maria Theresa's strength. He assumed that because she was a woman, she would not be forceful enough to defend her lands. In 1740, he sent his army to occupy Silesia, beginning the War of the Austrian Succession. **C**

Even though Maria Theresa had recently given birth, she journeyed to Hungary. There she held her infant in her arms as she asked the Hungarian nobles for aid. Even though the nobles resented their Hapsburg rulers, they pledged to give Maria Theresa an army. Great Britain also joined Austria to fight its longtime enemy France, which was Prussia's ally. Although Maria Theresa did stop Prussia's aggression, she lost Silesia in the Treaty of Aix-la-Chapelle in 1748. With the acquisition of Silesia, Prussia became a major European power.

**The Seven Years' War** Maria Theresa decided that the French kings were no longer Austria's chief enemies. She made an alliance with them. The result was a diplomatic revolution. When Frederick heard of her actions, he signed a treaty with Britain—Austria's former ally. Now, Austria, France, Russia, and others were allied against Britain and Prussia. Not only had Austria and Prussia switched allies, but for the first time, Russia was playing a role in European affairs.

In 1756, Frederick attacked Saxony, an Austrian ally. Soon every great European power was involved in the war. Fought in Europe, India, and North America, the war lasted until 1763. It was called the **Seven Years' War**. The war did not change the territorial situation in Europe.

It was a different story on other continents. Both France and Britain had colonies in North America and the West Indies. Both were competing economically in India. The British emerged as the real victors in the Seven Years' War. France lost its colonies in North America, and Britain gained sole economic domination of India. This set the stage for further British expansion in India in the 1800s, as you will see in Chapter 27.

## SECTION

## 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Thirty Years' War
- Maria Theresa
- Frederick the Great
- Seven Years' War

### USING YOUR NOTES

2. In what ways were the rulers similar?

Maria Theresa	Frederick the Great

### MAIN IDEAS

3. What were the major conflicts in the Thirty Years' War?
4. What steps did the Austrian Hapsburgs take toward becoming absolute monarchs?
5. What countries were allies during the Seven Years' War?

### CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** How did the Peace of Westphalia lay the foundations of modern Europe?
7. **ANALYZING MOTIVES** Why did Maria Theresa make an alliance with the French kings, Austria's chief enemies?
8. **DRAWING CONCLUSIONS** Based on Frederick's assumption about Maria Theresa at the outset of the War of the Austrian Succession, what conclusions can you draw about how men viewed women in 1700s Europe?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write an **outline** for a lecture on "How to Increase Royal Power and Become an Absolute Monarch."

### CONNECT TO TODAY CREATING A POSTER

Today much of western Europe belongs to an organization called the European Union (EU). Find out which countries belong to the EU and how they are linked economically and politically. Present your findings—including maps, charts, and pictures—in a **poster**.



# Absolute Rulers of Russia

## MAIN IDEA

**POWER AND AUTHORITY** Peter the Great made many changes in Russia to try to make it more like western Europe.

## WHY IT MATTERS NOW

Many Russians today debate whether to model themselves on the West or to focus on traditional Russian culture.

## TERMS & NAMES

- Ivan the Terrible
- boyar
- Peter the Great
- westernization

**SETTING THE STAGE** Ivan III of Moscow, who ruled Russia from 1462 to 1505, accomplished several things. First, he conquered much of the territory around Moscow. Second, he liberated Russia from the Mongols. Third, he began to centralize the Russian government. Ivan III was succeeded by his son, Vasily, who ruled for 28 years. Vasily continued his father's work of adding territory to the growing Russian state. He also increased the power of the central government. This trend continued under his son, Ivan IV, who would become an absolute ruler.

## TAKING NOTES

**Summarizing** Use a cluster diagram to list the important events of Peter the Great's reign.



## The First Czar

Ivan IV, called **Ivan the Terrible**, came to the throne in 1533 when he was only three years old. His young life was disrupted by struggles for power among Russia's landowning nobles, known as **boyars**. The boyars fought to control young Ivan. When he was 16, Ivan seized power and had himself crowned czar. This title meant "caesar," and Ivan was the first Russian ruler to use it officially. He also married the beautiful Anastasia, related to an old boyar family, the Romanovs.

The years from 1547 to 1560 are often called Ivan's "good period." He won great victories, added lands to Russia, gave Russia a code of laws, and ruled justly.

**Rule by Terror** Ivan's "bad period" began in 1560 after Anastasia died. Accusing the boyars of poisoning his wife, Ivan turned against them. He organized his own police force, whose chief duty was to hunt down and murder people Ivan considered traitors. The members of this police force dressed in black and rode black horses.

Using these secret police, Ivan executed many boyars, their families, and the peasants who worked their lands. Thousands of people died. Ivan seized the boyars' estates and gave them to a new class of nobles, who had to remain loyal to him or lose their land.

Eventually, Ivan committed an act that was both a personal tragedy and a national disaster. In 1581, during a violent quarrel, he killed his oldest son and heir. When Ivan died three years later, only his weak second son was left to rule.

**Rise of the Romanovs** Ivan's son proved to be physically and mentally incapable of ruling. After he died without an heir, Russia experienced a period of



**MAIN IDEA****Recognizing Effects**

**A** What were the long-term effects of Ivan's murder of his oldest son?

turmoil known as the Time of Troubles. Boyars struggled for power, and heirs of czars died under mysterious conditions. Several impostors tried to claim the throne.

Finally, in 1613, representatives from many Russian cities met to choose the next czar. Their choice was Michael Romanov, grandnephew of Ivan the Terrible's wife, Anastasia. Thus began the Romanov dynasty, which ruled Russia for 300 years (1613–1917). **A**

## Peter the Great Comes to Power

Over time, the Romanovs restored order to Russia. They strengthened government by passing a law code and putting down a revolt. This paved the way for the absolute rule of Czar Peter I. At first, Peter shared the throne with his half-brother. However, in 1696, Peter became sole ruler of Russia. He is known to history as **Peter the Great**, because he was one of Russia's greatest reformers. He also continued the trend of increasing the czar's power.

**Russia Contrasts with Europe** When Peter I came to power, Russia was still a land of boyars and serfs. Serfdom in Russia lasted into the mid-1800s, much longer than it did in western Europe. Russian landowners wanted serfs to stay on the land and produce large harvests. The landowners treated the serfs like property. When a Russian landowner sold a piece of land, he sold the serfs with it. Landowners could give away serfs as presents or to pay debts. It was also against the law for serfs to run away from their owners.

Most boyars knew little of western Europe. In the Middle Ages, Russia had looked to Constantinople, not to Rome, for leadership. Then Mongol rule had cut Russia off from the Renaissance and the Age of Exploration. Geographic barriers also isolated Russia. Its only seaport, Archangel in northern Russia, was choked with ice much of the year. The few travelers who reached Moscow were usually Dutch or German, and they had to stay in a separate part of the city.

Religious differences widened the gap between western Europe and Russia. The Russians had adopted the Eastern Orthodox branch of Christianity. Western Europeans were mostly Catholics or Protestants, and the Russians viewed them as heretics and avoided them. **B**

**Peter Visits the West** In the 1680s, people in the German quarter of Moscow were accustomed to seeing the young Peter striding through their neighborhood on his long legs. (Peter was more than six and a half feet tall.) He was fascinated by the modern tools and machines in the foreigners' shops. Above all, he had a passion for ships and the sea. The young czar believed that Russia's future depended on having a warm-water port. Only then could Russia compete with the more modern states of western Europe.

Peter was 24 years old when he became the sole ruler of Russia. In 1697, just one year later, he embarked on the "Grand Embassy," a long visit to western Europe. One of Peter's goals was to learn about European customs and manufacturing techniques. Never before had a czar traveled among Western "heretics."

### History Makers



**Peter the Great**  
1672–1725

Peter the Great had the mind of a genius, the body of a giant, and the ferocious temper of a bear. He was so strong that he was known to take a heavy silver plate and roll it up as if it were a piece of paper. If someone annoyed him, he would knock the offender unconscious.

The painting above represents Peter as he looked when he traveled through western Europe. He dressed in the plain clothes of an ordinary worker to keep his identity a secret.

#### INTEGRATED TECHNOLOGY


**RESEARCH LINKS** For more on Peter the Great, go to [classzone.com](http://classzone.com)

**MAIN IDEA****Summarizing**

**B** Why was Russia culturally different from western Europe?

## Peter Rules Absolutely

Inspired by his trip to the West, Peter resolved that Russia would compete with Europe on both military and commercial terms. Peter's goal of **westernization**, of using western Europe as a model for change, was not an end in itself. Peter saw it as a way to make Russia stronger.

**Peter's Reforms** Although Peter believed Russia needed to change, he knew that many of his people disagreed. As he said to one official, "For you know yourself that, though a thing be good and necessary, our people will not do it unless forced to." To force change upon his state, Peter increased his powers as an absolute ruler. 

Peter brought the Russian Orthodox Church under state control. He abolished the office of patriarch, head of the Church. He set up a group called the Holy Synod to run the Church under his direction.

Like Ivan the Terrible, Peter reduced the power of the great landowners. He recruited men from lower-ranking families. He then promoted them to positions of authority and rewarded them with grants of land.

To modernize his army, Peter hired European officers, who drilled his soldiers in European tactics with European weapons. Being a soldier became a lifetime job. By the time of Peter's death, the Russian army numbered 200,000 men. To pay for this huge army, Peter imposed heavy taxes.

**Westernizing Russia** As part of his attempts to westernize Russia, Peter undertook the following:

- introduced potatoes, which became a staple of the Russian diet
- started Russia's first newspaper and edited its first issue himself
- raised women's status by having them attend social gatherings
- ordered the nobles to give up their traditional clothes for Western fashions
- advanced education by opening a school of navigation and introducing schools for the arts and sciences

### MAIN IDEA

#### Analyzing Bias

 Judging from this remark, what was Peter's view of his people?



## The Expansion of Russia, 1500–1800

INTERACTIVE

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Locate the territories that Peter added to Russia during his reign, from 1682 to 1725. What bodies of water did Russia gain access to because of these acquisitions?
2. **Region** Who added a larger amount of territory to Russia—Ivan III, who ruled from 1462 to 1505, or Peter the Great?



Peter believed that education was a key to Russia's progress. In former times, subjects were forbidden under pain of death to study the sciences in foreign lands. Now subjects were not only permitted to leave the country, many were forced to do it.

**Establishing St. Petersburg** To promote education and growth, Peter wanted a seaport that would make it easier to travel to the West. Therefore, Peter fought Sweden to gain a piece of the Baltic coast. After 21 long years of war, Russia finally won the “window on Europe” that Peter had so desperately wanted.

Actually, Peter had secured that window many years before Sweden officially surrendered it. In 1703, he began building a new city on Swedish lands occupied by Russian troops. Although the swampy site was unhealthful, it seemed ideal to Peter. Ships could sail down the Neva River into the Baltic Sea and on to western Europe. Peter called the city St. Petersburg, after his patron saint.

To build a city on a desolate swamp was no easy matter. Every summer, the army forced thousands of luckless serfs to leave home and work in St. Petersburg. An estimated 25,000 to 100,000 people died from the terrible working conditions and widespread diseases. When St. Petersburg was finished, Peter ordered many Russian nobles to leave the comforts of Moscow and settle in his new capital. In time, St. Petersburg became a busy port. **D**

For better or for worse, Peter the Great had tried to westernize and reform the culture and government of Russia. To an amazing extent he had succeeded. By the time of his death in 1725, Russia was a power to be reckoned with in Europe. Meanwhile, another great European power, England, had been developing a form of government that limited the power of absolute monarchs, as you will see in Section 5.

## Global Patterns

### East Meets West

In the East, Western influence would affect not only Russia. Other eastern nations would give way—not always willingly—to the West and Western culture. In 1854, Japan was forced to open its doors to the United States. By 1867, however, Japan had decided to embrace Western civilization. The Japanese modernized their military based on the German and British models. They also adopted the American system of public education. China and Korea, on the other hand, would resist foreign intervention well into the 1900s.

### MAIN IDEA

#### Synthesizing

**D** Which of Peter's actions in building St. Petersburg show his power as an absolute monarch?

## SECTION

# 4

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Ivan the Terrible
- boyar
- Peter the Great
- westernization

### USING YOUR NOTES

2. Which event had the most impact on modern Russia? Why?



### MAIN IDEAS

- How did Ivan the Terrible deal with his enemies during his “bad period”?
- Why did Peter the Great believe that Russia's future depended on having a warm-water port?
- What were some of the ways Peter tried to westernize Russia?

### CRITICAL THINKING & WRITING

- SUPPORTING OPINIONS** Who do you think was more of an absolute monarch: Ivan the Terrible or Peter the Great?
- DRAWING CONCLUSIONS** Which class of Russian society probably didn't benefit from Peter's reforms? Why?
- HYPOTHESIZING** How might Peter's attempts at westernization have affected his people's opinion of Christians in western Europe?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a one-paragraph **expository essay** explaining which of Peter the Great's actions reveal that he saw himself as the highest authority in Russia.

### CONNECT TO TODAY STAGING A DEBATE

Peter the Great's reforms were a first step toward Russia's westernization. Today the country continues the process by experimenting with democratization. Research to find out how Russia has fared as a democracy. Then stage a **debate** to argue whether the experiment is working.



## Surviving the Russian Winter

Much of Russia has severe winters. In Moscow, snow usually begins to fall in mid-October and lasts until mid-April. Siberia has been known to have temperatures as low as  $-90^{\circ}\text{F}$ . Back in the 18th century, Russians did not have down parkas or high-tech insulation for their homes. But they had other ways to cope with the climate.

For example, in the 18th century, Russian peasants added potatoes and corn to their diet. During the winter, these nutritious foods were used in soups and stews. Such dishes were warming and provided plenty of calories to help fight off the cold.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Russian winters, go to [classzone.com](http://classzone.com)



### ◀ Crimean Dress ▶

These people are wearing the traditional dress of tribes from the Crimean Peninsula, a region that Russia took over in the 1700s. Notice the heavy hats, the fur trim on some of the robes, and the leggings worn by those with shorter robes. All these features help to conserve body heat.

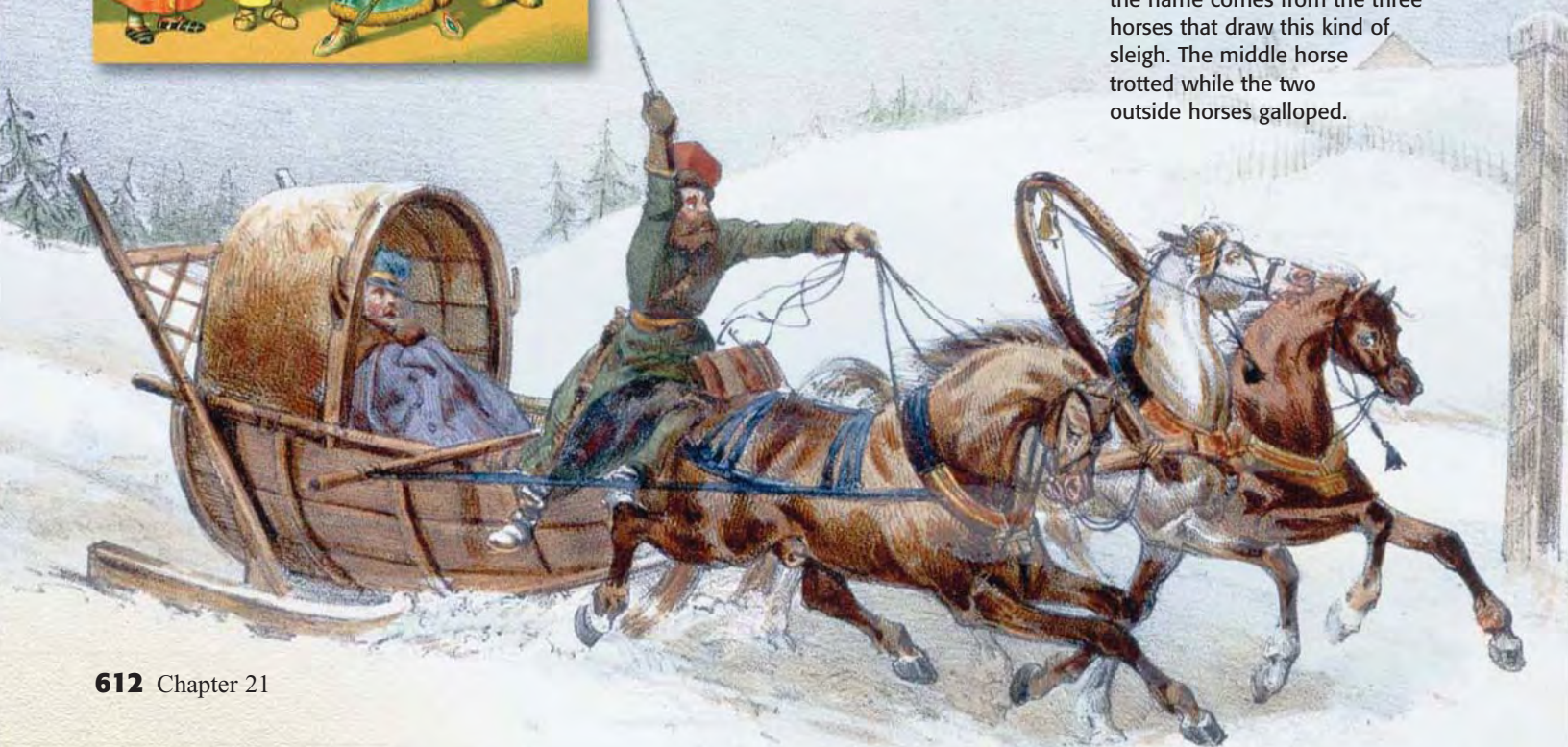
### Silver Samovar ▶

In the mid-18th century, samovars were invented in Russia. These large, often elaborately decorated urns were used to boil water for tea. Fire was kept burning in a tube running up the middle of the urn—keeping the water piping hot.



### ▼ Troika

To travel in winter, the wealthy often used sleighs called troikas. *Troika* means "group of three"; the name comes from the three horses that draw this kind of sleigh. The middle horse trotted while the two outside horses galloped.





## Winter Festival ▶

Russians have never let their climate stop them from having fun outdoors. Here, they are shown enjoying a Shrovetide festival, which occurs near the end of winter. Vendors sold food such as blinis (pancakes with sour cream). Entertainments included ice skating, dancing bears, and magic shows.

The people in the foreground are wearing heavy fur coats. Otter fur was often used for winter clothing. This fur is extremely thick and has about one million hairs per square inch.



## ▼ Wooden House

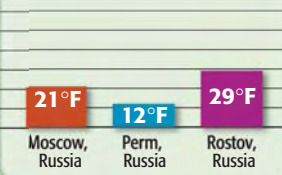
Wooden houses, made of logs, were common in Russia during Peter the Great's time. To insulate the house from the wind, people stuffed moss between the logs. Russians used double panes of glass in their windows. For extra protection, many houses had shutters to cover the windows. The roofs were steep so snow would slide off.



## FROSTY FACTS

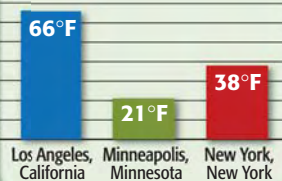
- According to a 2001 estimate, Russian women spend about \$500 million a year on fur coats and caps.
- The record low temperature in Asia of  $-90^{\circ}\text{F}$  was reached twice, first in Verkhoyansk, Russia, in 1892 and then in Oimekon, Russia, in 1933.
- The record low temperature in Europe of  $-67^{\circ}\text{F}$  was recorded in Ust'Shchugor, Russia.
- One reason for Russia's cold climate is that most of the country lies north of the  $45^{\circ}$  latitude line, closer to the North Pole than to the Equator.

### Average High Temperature for January, Russian Cities



Source: Worldclimate.com

### Average High Temperature for January, U.S. Cities



Source: Worldclimate.com

## Connect to Today

**1. Making Inferences** In the 18th century, how did Russians use their natural resources to help them cope with the climate?

See Skillbuilder Handbook, page R10.

**2. Comparing and Contrasting** How has coping with winter weather changed from 18th-century Russia to today's world? How has it stayed the same?





# Parliament Limits the English Monarchy

## MAIN IDEA

**REVOLUTION** Absolute rulers in England were overthrown, and Parliament gained power.

## WHY IT MATTERS NOW

Many of the government reforms of this period contributed to the democratic tradition of the United States.

## TERMS & NAMES

- Charles I
- English Civil War
- Oliver Cromwell
- Restoration
- *habeas corpus*
- Glorious Revolution
- constitutional monarchy
- cabinet

**SETTING THE STAGE** During her reign, Queen Elizabeth I of England had had frequent conflicts with Parliament. Many of the arguments were over money, because the treasury did not have enough funds to pay the queen's expenses. By the time Elizabeth died in 1603, she had left a huge debt for her successor to deal with. Parliament's financial power was one obstacle to English rulers' becoming absolute monarchs. The resulting struggle between Parliament and the monarchy would have serious consequences for England.

## TAKING NOTES

**Analyzing Causes** Use a chart to list the causes of each monarch's conflicts with Parliament.

Monarch	Conflicts with Parliament
James I	
Charles I	
James II	

## Monarchs Defy Parliament

Elizabeth had no child, and her nearest relative was her cousin, James Stuart. Already king of Scotland, James Stuart became King James I of England in 1603. Although England and Scotland were not united until 1707, they now shared a ruler.

**James's Problems** James inherited the unsettled issues of Elizabeth's reign. His worst struggles with Parliament were over money. In addition, James offended the Puritan members of Parliament. The Puritans hoped he would enact reforms to purify the English church of Catholic practices. Except for agreeing to a new translation of the Bible, however, he refused to make Puritan reforms.

**Charles I Fights Parliament** In 1625, James I died. [Charles I](#), his son, took the throne. Charles always needed money, in part because he was at war with both Spain and France. Several times when Parliament refused to give him funds, he dissolved it.

By 1628, Charles was forced to call Parliament again. This time it refused to grant him any money until he signed a document that is known as the Petition of Right. In this petition, the king agreed to four points:

- He would not imprison subjects without due cause.
- He would not levy taxes without Parliament's consent.
- He would not house soldiers in private homes.
- He would not impose martial law in peacetime.

After agreeing to the petition, Charles ignored it. Even so, the petition was important. It set forth the idea that the law was higher than the king. This idea contradicted theories of absolute monarchy. In 1629, Charles dissolved Parliament and refused to call it back into session. To get money, he imposed all kinds of fees and fines on the English people. His popularity decreased year by year.



## English Civil War

Charles offended Puritans by upholding the rituals of the Anglican Church. In addition, in 1637, Charles tried to force the Presbyterian Scots to accept a version of the Anglican prayer book. He wanted both his kingdoms to follow one religion. The Scots rebelled, assembled a huge army, and threatened to invade England. To meet this danger, Charles needed money—money he could get only by calling Parliament into session. This gave Parliament a chance to oppose him.

**War Topples a King** During the autumn of 1641, Parliament passed laws to limit royal power. Furious, Charles tried to arrest Parliament's leaders in January 1642, but they escaped. Equally furious, a mob of Londoners raged outside the palace. Charles fled London and raised an army in the north of England, where people were loyal to him.

From 1642 to 1649, supporters and opponents of King Charles fought the **English Civil War**. Those who remained loyal to Charles were called Royalists or Cavaliers. On the other side were Puritan supporters of Parliament. Because these men wore their hair short over their ears, Cavaliers called them Roundheads.

At first neither side could gain a lasting advantage. However, by 1644 the Puritans found a general who could win—**Oliver Cromwell**. In 1645, Cromwell's New Model Army began defeating the Cavaliers, and the tide turned toward the Puritans. In 1647, they held the king prisoner.

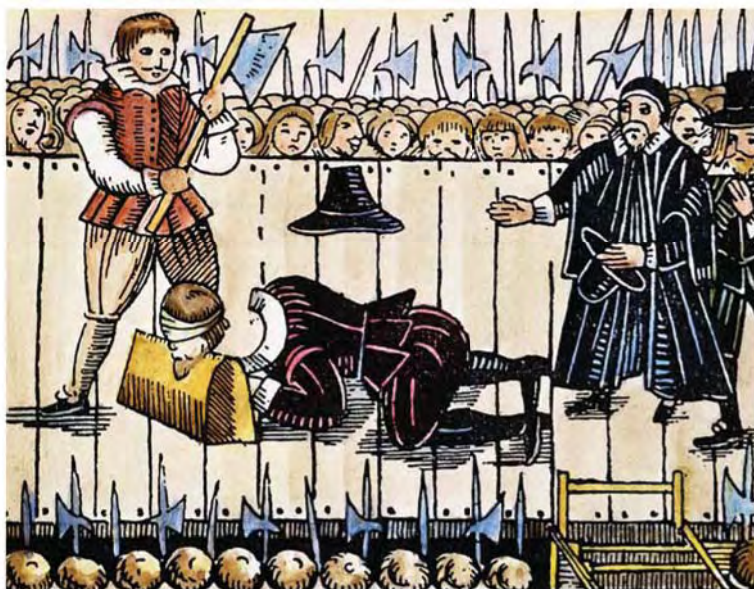
In 1649, Cromwell and the Puritans brought Charles to trial for treason against Parliament. They found him guilty and sentenced him to death. The execution of Charles was revolutionary. Kings had often been overthrown, killed in battle, or put to death in secret. Never before, however, had a reigning monarch faced a public trial and execution.

**Cromwell's Rule** Cromwell now held the reins of power. In 1649, he abolished the monarchy and the House of Lords. He established a commonwealth, a republican form of government. In 1653, Cromwell sent home the remaining members of Parliament. Cromwell's associate John Lambert drafted a constitution, the first written constitution of any modern European state. However, Cromwell eventually tore up the document and became a military dictator. **A**

Cromwell almost immediately had to put down a rebellion in Ireland. English colonization of Ireland had begun in the 1100s under Henry II. Henry VIII and his children had brought the country firmly under English rule in the 1500s. In 1649, Cromwell landed on Irish shores with an army and crushed the uprising. He seized the lands and homes of the Irish and gave them to English soldiers. Fighting, plague, and famine killed hundreds of thousands.

**Puritan Morality** In England, Cromwell and the Puritans sought to reform society. They made laws that promoted Puritan morality and abolished activities they found sinful, such as the theater, sporting events, and dancing. Although he was a strict

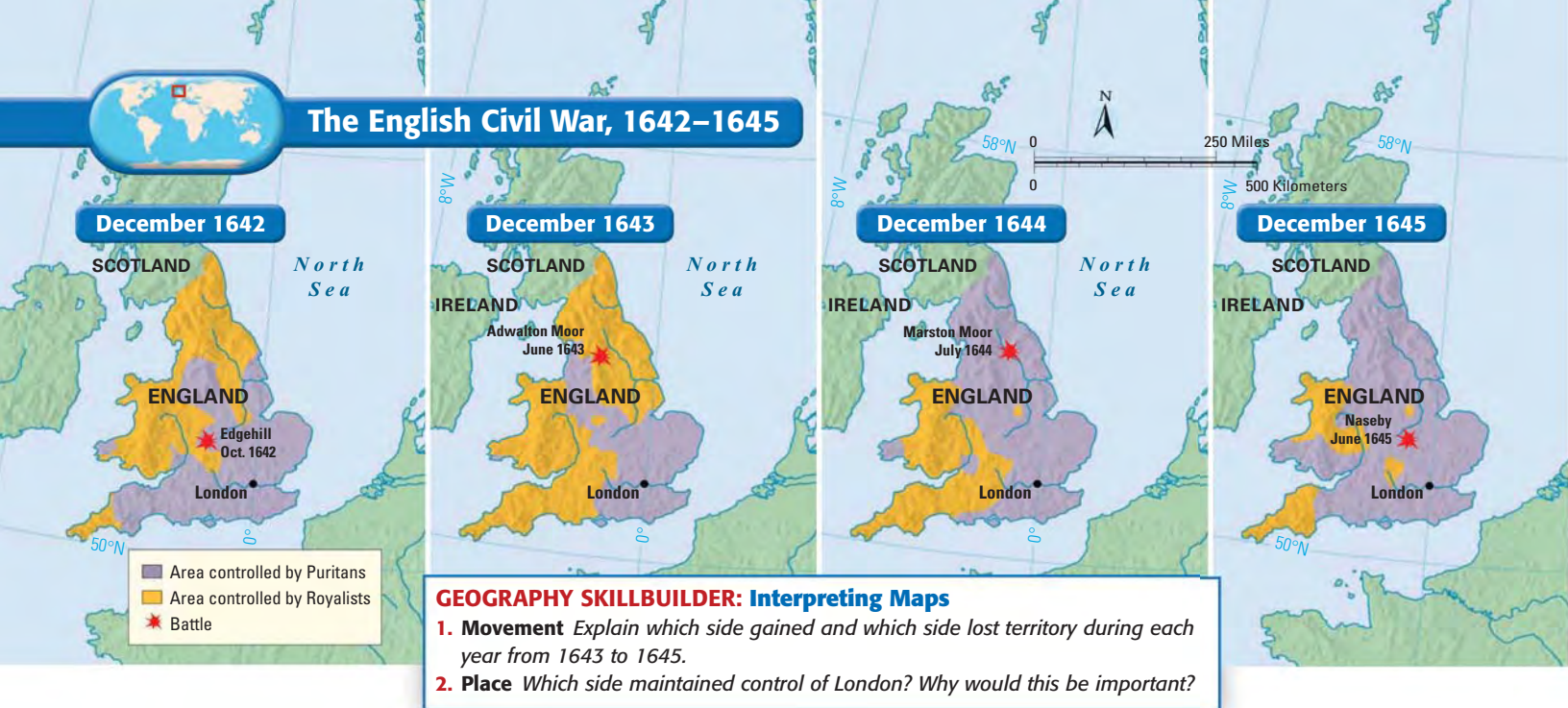
▼ This engraving depicts the beheading of Charles I.



### MAIN IDEA

#### Comparing

**A** What did Cromwell's rule have in common with an absolute monarchy?



Puritan, Cromwell favored religious toleration for all Christians except Catholics. He even allowed Jews to return; they had been expelled from England in 1290.

## Restoration and Revolution

Oliver Cromwell ruled until his death in 1658. Shortly afterward, the government he had established collapsed, and a new Parliament was selected. The English people were sick of military rule. In 1659, Parliament voted to ask the older son of Charles I to rule England.

**Charles II Reigns** When Prince Charles entered London in 1660, crowds shouted joyfully and bells rang. On this note of celebration, the reign of Charles II began. Because he restored the monarchy, the period of his rule is called the **Restoration**.

During Charles II's reign, Parliament passed an important guarantee of freedom, ***habeas corpus***. *Habeas corpus* is Latin meaning “to have the body.” This 1679 law gave every prisoner the right to obtain a writ or document ordering that the prisoner be brought before a judge to specify the charges against the prisoner. The judge would decide whether the prisoner should be tried or set free. Because of the Habeas Corpus Act, a monarch could not put someone in jail simply for opposing the ruler. Also, prisoners could not be held indefinitely without trials.

In addition, Parliament debated who should inherit Charles's throne. Because Charles had no legitimate child, his heir was his brother James, who was Catholic. A group called the Whigs opposed James, and a group called the Tories supported him. These two groups were the ancestors of England's first political parties.

**James II and the Glorious Revolution** In 1685, Charles II died, and James II became king. James soon offended his subjects by displaying his Catholicism. Violating English law, he appointed several Catholics to high office. When Parliament protested, James dissolved it. In 1688, James's second wife gave birth to a son. English Protestants became terrified at the prospect of a line of Catholic kings.

James had an older daughter, Mary, who was Protestant. She was also the wife of William of Orange, a prince of the Netherlands. Seven members of Parliament invited William and Mary to overthrow James for the sake of Protestantism. When William led his army to London in 1688, James fled to France. This bloodless overthrow of King James II is called the **Glorious Revolution**. **B**

### MAIN IDEA

#### Contrasting

**B** How was the overthrow of James II different from the overthrow of Charles I?



## Limits on Monarch's Power

At their coronation, William and Mary vowed to recognize Parliament as their partner in governing. England had become not an absolute monarchy but a **constitutional monarchy**, where laws limited the ruler's power.

**Bill of Rights** To make clear the limits of royal power, Parliament drafted a Bill of Rights in 1689. This document listed many things that a ruler could not do:

- no suspending of Parliament's laws
- no levying of taxes without a specific grant from Parliament
- no interfering with freedom of speech in Parliament
- no penalty for a citizen who petitions the king about grievances

William and Mary consented to these and other limits on their royal power.

**Cabinet System Develops** After 1688, no British monarch could rule without the consent of Parliament. At the same time, Parliament could not rule without the consent of the monarch. If the two disagreed, government came to a standstill.

During the 1700s, this potential problem was remedied by the development of a group of government ministers, or officials, called the **cabinet**. These ministers acted in the ruler's name but in reality represented the major party of Parliament. Therefore, they became the link between the monarch and the majority party in Parliament.

Over time, the cabinet became the center of power and policymaking. Under the cabinet system, the leader of the majority party in Parliament heads the cabinet and is called the prime minister. This system of English government continues today.

## Connect to Today

### U.S. Democracy

Today, the United States still relies on many of the government reforms and institutions that the English developed during this period.

These include the following:

- the right to obtain *habeas corpus*, a document that prevents authorities from holding a person in jail without being charged
- a Bill of Rights, guaranteeing such rights as freedom of speech and freedom of worship
- a strong legislature and strong executive, which act as checks on each other
- a cabinet, made up of heads of executive departments, such as the Department of State
- two dominant political parties

## SECTION

## 5

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Charles I • English Civil War • Oliver Cromwell • Restoration • *habeas corpus* • Glorious Revolution • constitutional monarchy • cabinet

### USING YOUR NOTES

2. What patterns do you see in the causes of these conflicts?

Monarch	Conflicts with Parliament
James I	
Charles I	
James II	

### MAIN IDEAS

3. Why was the death of Charles I revolutionary?
4. What rights were guaranteed by the Habeas Corpus Act?
5. How does a constitutional monarchy differ from an absolute monarchy?

### CRITICAL THINKING & WRITING

6. **EVALUATING DECISIONS** In your opinion, which decisions by Charles I made his conflict with Parliament worse? Explain.
7. **MAKING INFERENCES** Why do you think James II fled to France when William of Orange led his army to London?
8. **SYNTHESIZING** What conditions in England made the execution of one king and the overthrow of another possible?
9. **WRITING ACTIVITY** **REVOLUTION** Write a **persuasive essay** for an underground newspaper designed to incite the British people to overthrow Charles I.

### CONNECT TO TODAY DRAWING A POLITICAL CARTOON

Yet another revolution threatens the monarchy today in Great Britain. Some people would like to see the monarchy ended altogether. Find out what you can about the issue and choose a side. Represent your position on the issue in an original **political cartoon**.

# Chapter 21 Assessment

## VISUAL SUMMARY

### Absolute Monarchs in Europe

#### Long-Term Causes

- decline of feudalism
- rise of cities and support of middle class
- growth of national kingdoms
- loss of Church authority

#### Immediate Causes

- religious and territorial conflicts
- buildup of armies
- need for increased taxes
- revolts by peasants or nobles



### European Monarchs Claim Divine Right to Rule Absolutely

#### Immediate Effects

- regulation of religion and society
- larger courts
- huge building projects
- new government bureaucracies appointed by the government
- loss of power by nobility and legislatures

#### Long-Term Effects

- revolution in France
- western European influence on Russia
- English political reforms that influence U.S. democracy

## TERMS & NAMES

For each term or name below, briefly explain its connection to European history from 1500 to 1800.

1. absolute monarch
2. divine right
3. Louis XIV
4. War of the Spanish Succession
5. Thirty Years' War
6. Seven Years' War
7. Peter the Great
8. English Civil War
9. Glorious Revolution
10. constitutional monarchy

## MAIN IDEAS

### Spain's Empire and European Absolutism Section 1 (pages 589–595)

11. What three actions demonstrated that Philip II of Spain saw himself as a defender of Catholicism?
12. According to French writer Jean Bodin, should a prince share power with anyone else? Explain why or why not.

### The Reign of Louis XIV Section 2 (pages 596–602)

13. What strategies did Louis XIV use to control the French nobility?
14. In what ways did Louis XIV cause suffering to the French people?

### Central European Monarchs Clash Section 3 (pages 603–607)

15. What were six results of the Peace of Westphalia?
16. Why did Maria Theresa and Frederick the Great fight two wars against each other?

### Absolute Rulers of Russia Section 4 (pages 608–613)

17. What were three differences between Russia and western Europe?
18. What was Peter the Great's primary goal for Russia?

### Parliament Limits the English Monarchy Section 5 (pages 614–617)

19. List the causes, participants, and outcome of the English Civil War.
20. How did Parliament try to limit the power of the English monarchy?

## CRITICAL THINKING

### 1. USING YOUR NOTES

**POWER AND AUTHORITY** In a chart, list actions that absolute monarchs took to increase their power. Then identify the monarchs who took these actions.

Actions of Absolute Rulers	Monarchs Who Took Them

### 2. DRAWING CONCLUSIONS

**ECONOMICS** What benefits might absolute monarchs hope to gain by increasing their countries' territory?

### 3. DEVELOPING HISTORICAL PERSPECTIVE

What conditions fostered the rise of absolute monarchs in Europe?

### 4. COMPARING AND CONTRASTING

Compare the reign of Louis XIV with that of Peter the Great. Which absolute ruler had a more lasting impact on his country? Explain why.

### 5. HYPOTHESIZING

Would Charles I have had a different fate if he had been king of another country in western or central Europe? Why or why not?



## STANDARDS-BASED ASSESSMENT

Use the excerpt from the English Bill of Rights passed in 1689 and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33.**

### PRIMARY SOURCE

That the pretended power of suspending [canceling] of laws or the execution [carrying out] of laws by regal authority without consent of Parliament is illegal; . . .

That it is the right of the subjects to petition [make requests of] the king, and all commitments [imprisonments] and prosecutions for such petitioning are illegal;

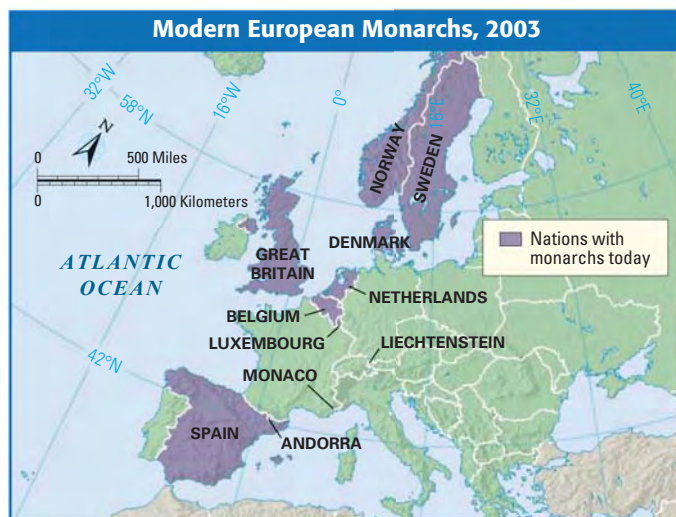
That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against the law; . . .

That election of members of Parliament ought to be free [not restricted].

English Bill of Rights

- According to the excerpt, which of the following is illegal?
  - the enactment of laws without Parliament's permission
  - the unrestricted election of members of Parliament
  - the right of subjects to make requests of the king
  - keeping a standing army in time of peace with Parliament's consent
- The English Bill of Rights was passed as a means to
  - limit Parliament's power.
  - increase Parliament's power.
  - overthrow the monarch.
  - increase the monarch's power.

Use the map and your knowledge of world history to answer question 3.



- Of the countries that you studied in this chapter, which have monarchs today?
  - Spain, Great Britain, the Netherlands
  - Liechtenstein, Monaco
  - Luxembourg, Andorra
  - Great Britain, Norway, Sweden

**TEST PRACTICE** Go to [classzone.com](http://classzone.com) for Test Practice.

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 588, you thought about the advantages and disadvantages of absolute power. Now that you have read the chapter, what do you consider to be the main advantage and the main disadvantage of being an absolute ruler?

### 2. WRITING ABOUT HISTORY

**REVOLUTION** Reread the information on Oliver Cromwell. Then write a **History Maker**, like the ones you've seen throughout this textbook, on Cromwell as a leader of a successful revolution. Be sure to

- include biographical information about Cromwell.
- discuss his effectiveness as a leader.
- use vivid language to hold your reader's attention.

### INTEGRATED TECHNOLOGY

#### Creating a Television News Report

Use a video recorder to tape a television news report on the trial of Charles I. Role-play an announcer reporting a breaking news story. Relate the facts of the trial and interview key participants, including:

- a member of Parliament
- a Puritan
- a Royalist
- Charles I

# CHAPTER 22

## Enlightenment and Revolution, 1550–1789

### Previewing Main Ideas

**SCIENCE AND TECHNOLOGY** The Scientific Revolution began when astronomers questioned how the universe operates. By shattering long-held views, these astronomers opened a new world of discovery.

**Geography** *In what Russian city did Enlightenment ideas bloom?*

**POWER AND AUTHORITY** The thinkers of the Enlightenment challenged old ideas about power and authority. Such new ways of thinking led to, among other things, the American Revolution.

**Geography** *Where had Enlightenment ideas spread outside Europe?*

**REVOLUTION** Between the 16th and 18th centuries, a series of revolutions helped to usher in the modern era in Western history. Revolutions in both thought and action forever changed European and American society.

**Geography** *What city in Brandenburg-Prussia was an Enlightenment center?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE AND  
NORTH AMERICA

WORLD

1500



1556  
◀ Golden Age of Mughal Empire begins in India. (portrait of Mughal princess)

1543  
Copernicus publishes heliocentric theory.



1609  
◀ Galileo observes heavens through a telescope similar to this one.

1600

1603  
Tokugawa Ieyasu becomes ruler of all Japan.





## Centers of Enlightenment, c. 1740



**1644**  
Manchus invade China and establish Qing Dynasty. (Qing ruler Lohan) ▶

**1687**  
Newton publishes treatise on law of gravity.

**1722**  
Chinese emperor Kangxi dies after a 61-year reign.

**1776**  
◀ With Liberty Bell symbolizing their freedom, American colonies declare independence.

**1776**  
Tukolor Kingdom arises in the former Songhai region of West Africa.

**1789**  
Revolution erupts in France.



## *How would you react to a revolutionary idea?*

You are a university student during the late 1600s, and it seems that the world as you know it has turned upside down. An English scientist named Isaac Newton has just theorized that the universe is not a dark mystery but a system whose parts work together in ways that can be expressed mathematically. This is just the latest in a series of arguments that have challenged old ways of thinking in fields from astronomy to medicine. Many of these ideas promise to open the way for improving society. And yet they are such radical ideas that many people refuse to accept them.



▲ This painting by English artist Joseph Wright depicts adults and children gazing at a miniature planetarium and its new ideas about the universe.

### EXAMINING *the* ISSUES

- **Why might people have difficulty accepting new ideas or ways of thinking?**
- **What are the risks of embracing a different idea? What are some risks of always refusing to do so?**

Meet in small groups and discuss these questions. As you discuss these and other issues, recall other times in history when people expressed ideas that were different from accepted ones. As you read this chapter, watch for the effects of revolutionary ideas, beliefs, and discoveries.





# The Scientific Revolution

## MAIN IDEA

**SCIENCE AND TECHNOLOGY** In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation.

## WHY IT MATTERS NOW

Such questioning led to the development of the scientific method still in use today.

## TERMS & NAMES

- geocentric theory
- heliocentric theory
- Scientific Revolution
- Galileo Galilei
- scientific method
- Isaac Newton

**SETTING THE STAGE** As you recall, the period between 1300 and 1600 was a time of great change in Europe. The Renaissance, a rebirth of learning and the arts, inspired a spirit of curiosity in many fields. Scholars began to question ideas that had been accepted for hundreds of years. Meanwhile, the religious movement known as the Reformation prompted followers to challenge accepted ways of thinking about God and salvation. While the Reformation was taking place, another revolution in European thought had begun, one that would permanently change how people viewed the physical world.

## The Roots of Modern Science

Before 1500, scholars generally decided what was true or false by referring to an ancient Greek or Roman author or to the Bible. Few European scholars challenged the scientific ideas of the ancient thinkers or the church by carefully observing nature for themselves.

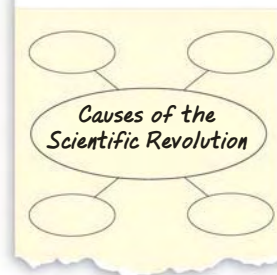
**The Medieval View** During the Middle Ages, most scholars believed that the earth was an immovable object located at the center of the universe. According to that belief, the moon, the sun, and the planets all moved in perfectly circular paths around the earth. Common sense seemed to support this view. After all, the sun appeared to be moving around the earth as it rose in the morning and set in the evening.

This earth-centered view of the universe was called the **geocentric theory**. The idea came from Aristotle, the Greek philosopher of the fourth century B.C. The Greek astronomer Ptolemy (TOL•a•mee) expanded the theory in the second century A.D. In addition, Christianity taught that God had deliberately placed the earth at the center of the universe. Earth was thus a special place on which the great drama of life unfolded.

**A New Way of Thinking** Beginning in the mid-1500s, a few scholars published works that challenged the ideas of the ancient thinkers and the church. As these scholars replaced old assumptions with new theories, they launched a change in European thought that historians call the **Scientific Revolution**. The Scientific Revolution was a new way of thinking about the natural world. That way was based upon careful observation and a willingness to question accepted beliefs.

## TAKING NOTES

**Analyzing Causes** Use a diagram to list the events and circumstances that led to the Scientific Revolution.



A combination of discoveries and circumstances led to the Scientific Revolution and helped spread its impact. During the Renaissance, European explorers traveled to Africa, Asia, and the Americas. Such lands were inhabited by peoples and animals previously unknown in Europe. These discoveries opened Europeans to the possibility that there were new truths to be found. The invention of the printing press during this period helped spread challenging ideas—both old and new—more widely among Europe’s thinkers.

The age of European exploration also fueled a great deal of scientific research, especially in astronomy and mathematics. Navigators needed better instruments and geographic measurements, for example, to determine their location in the open sea. As scientists began to look more closely at the world around them, they made observations that did not match the ancient beliefs. They found they had reached the limit of the classical world’s knowledge. Yet, they still needed to know more.

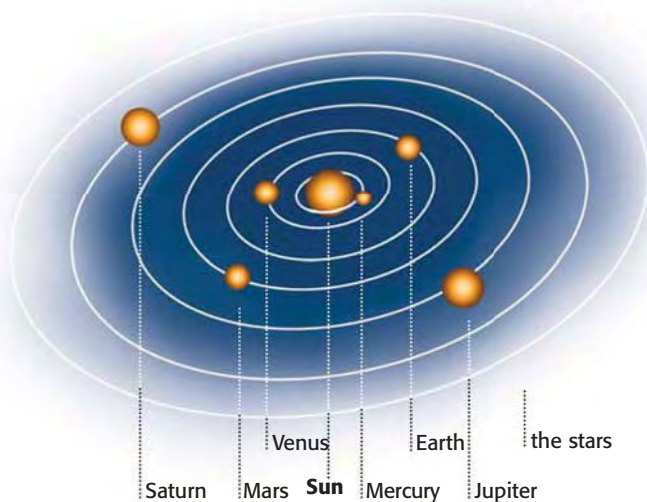
## A Revolutionary Model of the Universe

An early challenge to accepted scientific thinking came in the field of astronomy. It started when a small group of scholars began to question the geocentric theory.

**The Heliocentric Theory** Although backed by authority and common sense, the geocentric theory did not accurately explain the movements of the sun, moon, and planets. This problem troubled a Polish cleric and astronomer named Nicolaus

Copernicus (koh•PUR•nuh•kuhs). In the early 1500s, Copernicus became interested in an old Greek idea that the sun stood at the center of the universe. After studying planetary movements for more than 25 years, Copernicus reasoned that indeed, the stars, the earth, and the other planets revolved around the sun.

Copernicus’s **heliocentric**, or sun-centered, **theory** still did not completely explain why the planets orbited the way they did. He also knew that most scholars and clergy would reject his theory because it contradicted their religious views.



▲ This model shows how Copernicus saw the planets revolving around the sun.

Fearing ridicule or persecution, Copernicus did not publish his findings until 1543, the last year of his life. He received a copy of his book, *On the Revolutions of the Heavenly Bodies*, on his deathbed.

While revolutionary, Copernicus’s book caused little stir at first. Over the next century and a half, other scientists built on the foundations he had laid. A Danish astronomer, Tycho Brahe (TEE•koh brah), carefully recorded the movements of the planets for many years. Brahe produced mountains of accurate data based on his observations. However, it was left to his followers to make mathematical sense of them.

After Brahe’s death in 1601, his assistant, a brilliant mathematician named Johannes Kepler, continued his work. After studying Brahe’s data, Kepler concluded that certain mathematical laws govern planetary motion. One of these laws showed that the planets revolve around the sun in elliptical orbits instead of circles, as was previously thought. Kepler’s laws showed that Copernicus’s basic ideas were true. They demonstrated mathematically that the planets revolve around the sun. **A**

### MAIN IDEA

#### Recognizing Effects

**A** How did Kepler’s findings support the heliocentric theory?



**Galileo's Discoveries** An Italian scientist named **Galileo Galilei** built on the new theories about astronomy. As a young man, Galileo learned that a Dutch lens maker had built an instrument that could enlarge far-off objects. Galileo built his own telescope and used it to study the heavens in 1609.

Then, in 1610, he published a small book called *Starry Messenger*, which described his astonishing observations. Galileo announced that Jupiter had four moons and that the sun had dark spots. He also noted that the earth's moon had a rough, uneven surface. This shattered Aristotle's theory that the moon and stars were made of a pure, perfect substance. Galileo's observations, as well as his laws of motion, also clearly supported the theories of Copernicus.

**Conflict with the Church** Galileo's findings frightened both Catholic and Protestant leaders because they went against church teaching and authority. If people believed the church could be wrong about this, they could question other church teachings as well.

In 1616, the Catholic Church warned Galileo not to defend the ideas of Copernicus. Although Galileo remained publicly silent, he continued his studies. Then, in 1632, he published *Dialogue Concerning the Two Chief World Systems*. This book presented the ideas of both Copernicus and Ptolemy, but it clearly showed that Galileo supported the Copernican theory. The pope angrily summoned Galileo to Rome to stand trial before the Inquisition.

Galileo stood before the court in 1633. Under the threat of torture, he knelt before the cardinals and read aloud a signed confession. In it, he agreed that the ideas of Copernicus were false.

#### MAIN IDEA

##### Analyzing Primary Sources

**B** In what two ways does Galileo seek to appease the Church?

#### PRIMARY SOURCE **B**

With sincere heart and unpretended faith I abjure, curse, and detest the aforesaid errors and heresies [of Copernicus] and also every other error . . . contrary to the Holy Church, and I swear that in the future I will never again say or assert . . . anything that might cause a similar suspicion toward me.

**GALILEO GALILEI**, quoted in  
*The Discoverers*

Galileo was never again a free man. He lived under house arrest and died in 1642 at his villa near Florence. However, his books and ideas still spread all over Europe. (In 1992, the Catholic Church officially acknowledged that Galileo had been right.)



▲ Galileo stands before the papal court.

## The Scientific Method

The revolution in scientific thinking that Copernicus, Kepler, and Galileo began eventually developed into a new approach to science called the **scientific method**. The scientific method is a logical procedure for gathering and testing ideas. It begins with a problem or question arising from an observation. Scientists next form a hypothesis, or unproved assumption. The hypothesis is then tested in an experiment or on the basis of data. In the final step, scientists analyze and interpret their data to reach a new conclusion. That conclusion either confirms or disproves the hypothesis.

## Major Steps in the Scientific Revolution



**1566** Marie de Coste Blanche publishes *The Nature of the Sun and Earth*.

**1609** Kepler publishes first two laws of planetary motion.

**1610** Galileo publishes *Starry Messenger*.

1520

1570

1620

**1543** Copernicus publishes heliocentric theory. Vesalius publishes human anatomy textbook.

**1590** Janssen invents microscope.

**1620** Bacon's book *Novum Organum* (New Instrument) encourages experimental method.




▲ Nicolaus Copernicus began the Scientific Revolution with his heliocentric theory.

**Bacon and Descartes** The scientific method did not develop overnight. The work of two important thinkers of the 1600s, Francis Bacon and René Descartes (day•KAHRT), helped to advance the new approach.

Francis Bacon, an English statesman and writer, had a passionate interest in science. He believed that by better understanding the world, scientists would generate practical knowledge that would improve people's lives. In his writings, Bacon attacked medieval scholars for relying too heavily on the conclusions of Aristotle and other ancient thinkers. Instead of reasoning from abstract theories, he urged scientists to experiment and then draw conclusions. This approach is called empiricism, or the experimental method.


In France, René Descartes also took a keen interest in science. He developed analytical geometry, which linked algebra and geometry. This provided an important new tool for scientific research.

Like Bacon, Descartes believed that scientists needed to reject old assumptions and teachings. As a mathematician, however, he approached gaining knowledge differently than Bacon. Rather than using experimentation, Descartes relied on mathematics and logic. He believed that everything should be doubted until proved by reason. The only thing he knew for certain was that he existed—because, as he wrote, “I think, therefore I am.” From this starting point, he followed a train of strict reasoning to arrive at other basic truths. 

Modern scientific methods are based on the ideas of Bacon and Descartes. Scientists have shown that observation and experimentation, together with general laws that can be expressed mathematically, can lead people to a better understanding of the natural world.

### MAIN IDEA

#### Contrasting

 How did Descartes's approach to science differ from Bacon's?

## Newton Explains the Law of Gravity

By the mid-1600s, the accomplishments of Copernicus, Kepler, and Galileo had shattered the old views of astronomy and physics. Later, the great English scientist **Isaac Newton** helped to bring together their breakthroughs under a single theory of motion.

### Changing Idea: Scientific Method

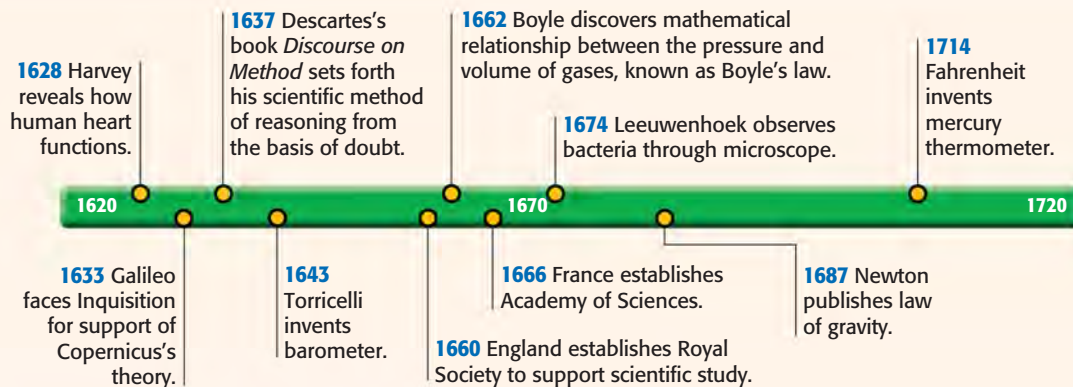
#### Old Science

Scholars generally relied on ancient authorities, church teachings, common sense, and reasoning to explain the physical world.

#### New Science

In time, scholars began to use observation, experimentation, and scientific reasoning to gather knowledge and draw conclusions about the physical world.





▲ Isaac Newton's law of gravity explained how the same physical laws governed motion both on earth and in the heavens.

Newton studied mathematics and physics at Cambridge University. By the time he was 26, Newton was certain that all physical objects were affected equally by the same forces. Newton's great discovery was that the same force ruled motion of the planets and all matter on earth and in space. The key idea that linked motion in the heavens with motion on the earth was the law of universal gravitation. According to this law, every object in the universe attracts every other object. The degree of attraction depends on the mass of the objects and the distance between them.

In 1687, Newton published his ideas in a work called *The Mathematical Principles of Natural Philosophy*. It was one of the most important scientific books ever written. The universe he described was like a giant clock. Its parts all worked together perfectly in ways that could be expressed mathematically. Newton believed that God was the creator of this orderly universe, the clockmaker who had set everything in motion. **D**

#### MAIN IDEA

#### Clarifying

**D** Why was the law of gravitation important?

## The Scientific Revolution Spreads

As astronomers explored the secrets of the universe, other scientists began to study the secrets of nature on earth. Careful observation and the use of the scientific method eventually became important in many different fields.

**Scientific Instruments** Scientists developed new tools and instruments to make the precise observations that the scientific method demanded. The first microscope was invented by a Dutch maker of eyeglasses, Zacharias Janssen (YAHN•suhn), in 1590. In the 1670s, a Dutch drapery merchant and amateur scientist named Anton van Leeuwenhoek (LAY•vuhn•HUK) used a microscope to observe bacteria swimming in tooth scrapings. He also examined red blood cells for the first time.

In 1643, one of Galileo's students, Evangelista Torricelli (TAWR•uh•CHEHL•ee), developed the first mercury barometer, a tool for measuring atmospheric pressure and predicting weather. In 1714, the German physicist Gabriel Fahrenheit (FAR•uhn•HYT) made the first thermometer to use mercury in glass. Fahrenheit's thermometer showed water freezing at 32°. A Swedish astronomer, Anders Celsius (SEHL•see•uhs), created another scale for the mercury thermometer in 1742. Celsius's scale showed freezing at 0°.

**Medicine and the Human Body** During the Middle Ages, European doctors had accepted as fact the writings of an ancient Greek physician named Galen. However, Galen had never dissected the body of a human being. Instead, he had studied the anatomy of pigs and other animals. Galen assumed that human anatomy was much the same. A Flemish physician named Andreas Vesalius proved Galen's assumptions wrong. Vesalius dissected human corpses and published his observations. His



▲ The famous Dutch painter Rembrandt painted *Anatomy Lesson of Dr. Tulp* in 1632 from an actual anatomy lesson. The corpse was that of a criminal.

book, *On the Structure of the Human Body* (1543), was filled with detailed drawings of human organs, bones, and muscle.

In the late 1700s, British physician Edward Jenner introduced a vaccine to prevent smallpox. Inoculation using live smallpox germs had been practiced in Asia for centuries. While beneficial, this technique could also be dangerous. Jenner discovered that inoculation with germs from a cattle disease called cowpox gave permanent protection from smallpox for humans. Because cowpox was a much milder disease, the risks for this form of inoculation were much lower. Jenner used cowpox to produce the world's first vaccination.

#### Vocabulary

*Inoculation* is the act of injecting a germ into a person's body so as to create an immunity to the disease.

**Discoveries in Chemistry** Robert Boyle pioneered the use of the scientific method in

chemistry. He is considered the founder of modern chemistry. In a book called *The Sceptical Chymist* (1661), Boyle challenged Aristotle's idea that the physical world consisted of four elements—earth, air, fire, and water. Instead, Boyle proposed that matter was made up of smaller primary particles that joined together in different ways. Boyle's most famous contribution to chemistry is Boyle's law. This law explains how the volume, temperature, and pressure of gas affect each other.

The notions of reason and order, which spurred so many breakthroughs in science, soon moved into other fields of life. Philosophers and scholars across Europe began to rethink long-held beliefs about the human condition, most notably the rights and liberties of ordinary citizens. These thinkers helped to usher in a movement that challenged the age-old relationship between a government and its people, and eventually changed forever the political landscape in numerous societies.

## SECTION

## 1

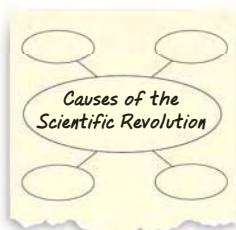
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- geocentric theory
- Scientific Revolution
- heliocentric theory
- Galileo Galilei
- scientific method
- Isaac Newton

### USING YOUR NOTES

2. Which event or circumstance do you consider to be the most significant? Why?



### MAIN IDEAS

3. Before the 1500s, who and what were the final authorities with regard to most knowledge?
4. How did the heliocentric theory of the universe differ from the geocentric theory?
5. What are the main steps of the scientific method?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** "If I have seen farther than others," said Newton, "it is because I have stood on the shoulders of giants." Could this be said of most scientific accomplishments? Explain.
7. **ANALYZING MOTIVES** Why might institutions of authority tend to reject new ideas?
8. **FORMING AND SUPPORTING OPINIONS** Do you agree with Galileo's actions during his Inquisition? Explain.
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Create a television **script** for a discovery of the Scientific Revolution. Include key people, ideas, and accomplishments.

### CONNECT TO TODAY CREATING A GRAPHIC

Research a modern-day invention or new way of thinking and then describe it and its impact on society to the class in a **poster** or **annotated diagram**.





# The Enlightenment in Europe

## MAIN IDEA

**POWER AND AUTHORITY** A revolution in intellectual activity changed Europeans' view of government and society.

## WHY IT MATTERS NOW

The various freedoms enjoyed in many countries today are a result of Enlightenment thinking.

## TERMS & NAMES

- Enlightenment
- social contract
- John Locke
- philosophe
- Voltaire
- Montesquieu
- Rousseau
- Mary Wollstonecraft

**SETTING THE STAGE** In the wake of the Scientific Revolution, and the new ways of thinking it prompted, scholars and philosophers began to reevaluate old notions about other aspects of society. They sought new insight into the underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the **Enlightenment**, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

## Two Views on Government

The Enlightenment started from some key ideas put forth by two English political thinkers of the 1600s, Thomas Hobbes and John Locke. Both men experienced the political turmoil of England early in that century. However, they came to very different conclusions about government and human nature.

**Hobbes's Social Contract** Thomas Hobbes expressed his views in a work called *Leviathan* (1651). The horrors of the English Civil War convinced him that all humans were naturally selfish and wicked. Without governments to keep order, Hobbes said, there would be “war . . . of every man against every man,” and life would be “solitary, poor, nasty, brutish, and short.”

Hobbes argued that to escape such a bleak life, people had to hand over their rights to a strong ruler. In exchange, they gained law and order. Hobbes called this agreement by which people created a government the **social contract**. Because people acted in their own self-interest, Hobbes said, the ruler needed total power to keep citizens under control. The best government was one that had the awesome power of a leviathan (sea monster). In Hobbes's view, such a government was an absolute monarchy, which could impose order and demand obedience.

## TAKING NOTES

**Outlining** Use an outline to organize main ideas and details.

### Enlightenment in Europe

#### I. Two Views on Government

- A.
- B.

#### II. The Philosophes Advocate Reason

- A.
- B.

## Changing Idea: The Right to Govern

### Old Idea

A monarch's rule is justified by divine right.

### New Idea

A government's power comes from the consent of the governed.

**Locke's Natural Rights** The philosopher [John Locke](#) held a different, more positive, view of human nature. He believed that people could learn from experience and improve themselves. As reasonable beings, they had the natural ability to govern their own affairs and to look after the welfare of society. Locke criticized absolute monarchy and favored the idea of self-government.

According to Locke, all people are born free and equal, with three natural rights—life, liberty, and property. The purpose of government, said Locke, is to protect these rights. If a government fails to do so, citizens have a right to overthrow it. Locke's theory had a deep influence on modern political thinking. His belief that a government's power comes from the consent of the people is the foundation of modern democracy. The ideas of government by popular consent and the right to rebel against unjust rulers helped inspire struggles for liberty in Europe and the Americas. **A**

#### MAIN IDEA

#### Contrasting

**A** How does Locke's view of human nature differ from that of Hobbes?

## The Philosophes Advocate Reason

### History Makers



**Voltaire**  
1694–1778

Voltaire befriended several European monarchs and nobles. Among them was the Prussian king Frederick II. The two men seemed like ideal companions. Both were witty and preferred to dress in shabby, rumpled clothes.

Their relationship eventually soured, however. Voltaire disliked editing Frederick's mediocre poetry, while Frederick suspected Voltaire of shady business dealings. Voltaire eventually described the Prussian king as "a nasty monkey, perfidious friend, [and] wretched poet." Frederick in turn called Voltaire a "miser, dirty rogue, [and] coward."

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Voltaire, go to [classzone.com](#)

The Enlightenment reached its height in France in the mid-1700s. Paris became the meeting place for people who wanted to discuss politics and ideas. The social critics of this period in France were known as [philosophes](#) (FIHL•uh•SAHFS), the French word for philosophers. The philosophes believed that people could apply reason to all aspects of life, just as Isaac Newton had applied reason to science. Five concepts formed the core of their beliefs:

1. **Reason** Enlightened thinkers believed truth could be discovered through reason or logical thinking.
2. **Nature** The philosophes believed that what was natural was also good and reasonable.
3. **Happiness** The philosophes rejected the medieval notion that people should find joy in the hereafter and urged people to seek well-being on earth.
4. **Progress** The philosophes stressed that society and humankind could improve.
5. **Liberty** The philosophes called for the liberties that the English people had won in their Glorious Revolution and Bill of Rights.

**Voltaire Combats Intolerance** Probably the most brilliant and influential of the philosophes was François Marie Arouet. Using the pen name [Voltaire](#), he published more than 70 books of political essays, philosophy, and drama.

Voltaire often used satire against his opponents. He made frequent targets of the clergy, the aristocracy, and the government. His sharp tongue made him enemies at the French court, and twice he was sent to prison. After his second jail term, Voltaire was exiled to England for more than two years.

Although he made powerful enemies, Voltaire never stopped fighting for tolerance, reason, freedom of religious belief, and freedom of speech. He used his quill pen as if it were a deadly weapon in a thinker's war against humanity's worst enemies—intolerance, prejudice, and superstition. He summed up his staunch defense of liberty in one of his most famous quotes: "I do not agree with a word you say but will defend to the death your right to say it."

#### Vocabulary

*Satire* is the use of irony, sarcasm, or wit to attack folly, vice, or stupidity.



**Montesquieu and the Separation of Powers** Another influential French writer, the Baron de **Montesquieu** (MAHN•tuh•SKYOO), devoted himself to the study of political liberty. Montesquieu believed that Britain was the best-governed and most politically balanced country of his own day. The British king and his ministers held executive power. They carried out the laws of the state. The members of Parliament held legislative power. They made the laws. The judges of the English courts held judicial power. They interpreted the laws to see how each applied to a specific case. Montesquieu called this division of power among different branches separation of powers.

Montesquieu oversimplified the British system. It did not actually separate powers this way. His idea, however, became a part of his most famous book, *On the Spirit of Laws* (1748). In his book, Montesquieu proposed that separation of powers would keep any individual or group from gaining total control of the government. “Power,” he wrote, “should be a check to power.” This idea later would be called checks and balances.

#### MAIN IDEA

#### Analyzing Issues

**B** What advantages did Montesquieu see in the separation of powers?

Montesquieu’s book was admired by political leaders in the British colonies of North America. His ideas about separation of powers and checks and balances became the basis for the United States Constitution. **B**


**Rousseau: Champion of Freedom** A third great philosophe, Jean Jacques **Rousseau** (roo•SOH), was passionately committed to individual freedom. The son of a poor Swiss watchmaker, Rousseau won recognition as a writer of essays. A strange, brilliant, and controversial figure, Rousseau strongly disagreed with other

## > Analyzing Primary Sources

### Laws Protect Freedom

Both Montesquieu and Rousseau believed firmly that fair and just laws—not monarchs or unrestrained mobs—should govern society. Here, Rousseau argues that laws established by and for the people are the hallmark of a free society.

#### PRIMARY SOURCE




I . . . therefore give the name “Republic” to every state that is governed by laws, no matter what the form of its administration may be: for only in such a case does the public interest govern, and the *res publica* rank as a *reality*. . . . Laws are, properly speaking, only the conditions of civil association. The people, being subject to the laws, ought to be their author: the conditions of the society ought to be regulated . . . by those who come together to form it.

JEAN JACQUES ROUSSEAU, *The Social Contract*

### Laws Ensure Security

While laws work to protect citizens from abusive rulers, Montesquieu argues that they also guard against anarchy and mob rule.

#### PRIMARY SOURCE



It is true that in democracies the people seem to act as they please; but political liberty does not consist in an unlimited freedom. . . . We must have continually present to our minds the difference between independence and liberty. Liberty is a right of doing whatever the laws permit, and if a citizen could do what they [the laws] forbid he would be no longer possessed of liberty, because all his fellow-citizens would have the same power.

BARON DE MONTESQUIEU, *The Spirit of Laws*

### DOCUMENT-BASED QUESTIONS

- Analyzing Issues** Why should citizens be the authors of society’s laws, according to Rousseau?
- Making Inferences** Why does Montesquieu believe that disobeying laws leads to a loss of liberty?

Enlightenment thinkers on many matters. Most philosophes believed that reason, science, and art would improve life for all people. Rousseau, however, argued that civilization corrupted people's natural goodness. "Man is born free, and everywhere he is in chains," he wrote.

Rousseau believed that the only good government was one that was freely formed by the people and guided by the "general will" of society—a direct democracy. Under such a government, people agree to give up some of their freedom in favor of the common good. In 1762, he explained his political philosophy in a book called *The Social Contract*.

Rousseau's view of the social contract differed greatly from that of Hobbes. For Hobbes, the social contract was an agreement between a society and its government. For Rousseau, it was an agreement among free individuals to create a society and a government.

Like Locke, Rousseau argued that legitimate government came from the consent of the governed. However, Rousseau believed in a much broader democracy than Locke had promoted. He argued that all people were equal and that titles of nobility should be abolished. Rousseau's ideas inspired many of the leaders of the French Revolution who overthrew the monarchy in 1789.

**Beccaria Promotes Criminal Justice** An Italian philosophe named Cesare Bonesana Beccaria (BAYK•uh•REE•ah) turned his thoughts to the justice system. He believed that laws existed to preserve social order, not to avenge crimes. Beccaria regularly criticized common abuses of justice. They included torturing of witnesses and suspects, irregular proceedings in trials, and punishments that were arbitrary or cruel. He argued that a person accused of a crime should receive a speedy trial, and that torture should never be used. Moreover, he said, the degree of punishment should be based on the seriousness of the crime. He also believed that capital punishment should be abolished.

Beccaria based his ideas about justice on the principle that governments should seek the greatest good for the greatest number of people. His ideas influenced criminal law reformers in Europe and North America.

### Major Ideas of the Enlightenment

Idea	Thinker	Impact
Natural rights—life, liberty, property	Locke	Fundamental to U.S. Declaration of Independence
Separation of powers	Montesquieu	France, United States, and Latin American nations use separation of powers in new constitutions
Freedom of thought and expression	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce or eliminate censorship
Abolishment of torture	Beccaria	Guaranteed in U.S. Bill of Rights; torture outlawed or reduced in nations of Europe and the Americas
Religious freedom	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce persecution
Women's equality	Wollstonecraft	Women's rights groups form in Europe and North America

#### SKILLBUILDER: Interpreting Charts


- Analyzing Issues** What important documents reflect the influence of Enlightenment ideas?
- Forming Opinions** Which are the two most important Enlightenment ideas? Support your answer with reasons.



## Women and the Enlightenment

The philosophes challenged many assumptions about government and society. But they often took a traditional view toward women. Rousseau, for example, developed many progressive ideas about education. However, he believed that a girl's education should mainly teach her how to be a helpful wife and mother. Other male social critics scolded women for reading novels because they thought it encouraged idleness and wickedness. Still, some male writers argued for more education for women and for women's equality in marriage.

Women writers also tried to improve the status of women. In 1694, the English writer Mary Astell published *A Serious Proposal to the Ladies*. Her book addressed the lack of educational opportunities for women. In later writings, she used Enlightenment arguments about government to criticize the unequal relationship between men and women in marriage. She wrote, "If absolute sovereignty be not necessary in a state, how comes it to be so in a family? . . . If all men are born free, how is it that all women are born slaves?"

During the 1700s, other women picked up these themes. Among the most persuasive was **Mary Wollstonecraft**, who published an essay called *A Vindication of the Rights of Woman* in 1792. In the essay, she disagreed with Rousseau that women's education should be secondary to men's. Rather, she argued that women, like men, need education to become virtuous and useful. Wollstonecraft also urged women to enter the male-dominated fields of medicine and politics. 

Women made important contributions to the Enlightenment in other ways. In Paris and other European cities, wealthy women helped spread Enlightenment ideas through social gatherings called salons, which you will read about later in this chapter.

One woman fortunate enough to receive an education in the sciences was Emilie du Châtelet (shah•tlay). Du Châtelet was an aristocrat trained as a mathematician and physicist. By translating Newton's work from Latin into French, she helped stimulate interest in science in France.

## Legacy of the Enlightenment

Over a span of a few decades, Enlightenment writers challenged long-held ideas about society. They examined such principles as the divine right of monarchs, the union of church and state, and the existence of unequal social classes. They held these beliefs up to the light of reason and found them in need of reform.

The philosophes mainly lived in the world of ideas. They formed and popularized new theories. Although they encouraged reform, they were not active revolutionaries. However, their theories eventually inspired the American and French revolutions and other revolutionary movements in the 1800s. Enlightenment thinking produced three other long-term effects that helped shape Western civilization.

**Belief in Progress** The first effect was a belief in progress. Pioneers such as Galileo and Newton had discovered the key for unlocking the mysteries of nature in the 1500s and 1600s. With the door thus opened, the growth of scientific knowledge

### History Makers



**Mary Wollstonecraft**  
1759–1797

A strong advocate of education for women, Wollstonecraft herself received little formal schooling. She and her two sisters taught themselves by studying books at home. With her sisters, she briefly ran a school. These experiences shaped much of her thoughts about education.


Wollstonecraft eventually took a job with a London publisher. There, she met many leading radicals of the day. One of them was her future husband, the writer William Godwin. Wollstonecraft died at age 38, after giving birth to their daughter, Mary. This child, whose married name was Mary Wollstonecraft Shelley, went on to write the classic novel *Frankenstein*.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Mary Wollstonecraft, go to [classzone.com](http://classzone.com)

#### MAIN IDEA

##### Drawing Conclusions

 Why do you think the issue of education was important to both Astell and Wollstonecraft?

seemed to quicken in the 1700s. Scientists made key new discoveries in chemistry, physics, biology, and mechanics. The successes of the Scientific Revolution gave people the confidence that human reason could solve social problems. Philosophes and reformers urged an end to the practice of slavery and argued for greater social equality, as well as a more democratic style of government.

**A More Secular Outlook** A second outcome was the rise of a more secular, or non-religious, outlook. During the Enlightenment, people began to question openly their religious beliefs and the teachings of the church. Before the Scientific Revolution, people accepted the mysteries of the universe as the workings of God. One by one, scientists discovered that these mysteries could be explained mathematically. Newton himself was a deeply religious man, and he sought to reveal God's majesty through his work. However, his findings often caused people to change the way they thought about God.

Meanwhile, Voltaire and other critics attacked some of the beliefs and practices of organized Christianity. They wanted to rid religious faith of superstition and fear and promote tolerance of all religions.

**Importance of the Individual** Faith in science and in progress produced a third outcome, the rise of individualism. As people began to turn away from the church and royalty for guidance, they looked to themselves instead.

The philosophes encouraged people to use their own ability to reason in order to judge what was right or wrong. They also emphasized the importance of the individual in society. Government, they argued, was formed by individuals to promote their welfare. The British thinker Adam Smith extended the emphasis on the individual to economic thinking. He believed that individuals acting in their own self-interest created economic progress. Smith's theory is discussed in detail in Chapter 25.

During the Enlightenment, reason took center stage. The greatest minds of Europe followed each other's work with interest and often met to discuss their ideas. Some of the kings and queens of Europe were also very interested. As you will learn in Section 3, they sought to apply some of the philosophes' ideas to create progress in their countries.

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Enlightenment • social contract • John Locke • philosophe • Voltaire • Montesquieu • Rousseau • Mary Wollstonecraft

### USING YOUR NOTES

2. Which impact of the Enlightenment do you consider most important? Why?

*Enlightenment in Europe*  
I. Two Views on Government

A.

B.

II. The Philosophes Advocate Reason

A.

B.

### MAIN IDEAS

3. What are the natural rights with which people are born, according to John Locke?

4. Who were the philosophes and what did they advocate?

5. What was the legacy of the Enlightenment?

### CRITICAL THINKING & WRITING

6. **SYNTHESIZING** Explain how the following statement reflects Enlightenment ideas: "Power should be a check to power."

7. **ANALYZING ISSUES** Why might some women have been critical of the Enlightenment?

8. **DRAWING CONCLUSIONS** Do you think the philosophes were optimistic about the future of humankind? Explain.

9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Compare the views of Hobbes, Locke, and Rousseau on government. Then write one **paragraph** about how their ideas reflect their understanding of human behavior.

### CONNECT TO TODAY PRESENTING AN ORAL REPORT

Identify someone considered a modern-day social critic. Explore the person's beliefs and methods and present your findings to the class in a brief **oral report**.



## European Values During the Enlightenment

Writers and artists of the Enlightenment often used satire to comment on European values. Using wit and humor, they ridiculed various ideas and customs. Satire allowed artists to explore human faults in a way that is powerful but not preachy. In the two literary excerpts and the painting below, notice how the writer or artist makes his point.

### A PRIMARY SOURCE

#### Voltaire

Voltaire wrote *Candide* (1759) to attack a philosophy called Optimism, which held that all is right with the world. The hero of the story, a young man named Candide, encounters the most awful disasters and human evils. In this passage, Candide meets a slave in South America, who explains why he is missing a leg and a hand.

“When we’re working at the sugar mill and catch our finger in the grinding-wheel, they cut off our hand. When we try to run away, they cut off a leg. I have been in both of these situations. This is the price you pay for the sugar you eat in Europe. . . .

“The Dutch fetishes [i.e., missionaries] who converted me [to Christianity] tell me every Sunday that we are all the sons of Adam, Whites and Blacks alike. I’m no genealogist, but if these preachers are right, we are all cousins born of first cousins. Well, you will grant me that you can’t treat a relative much worse than this.”

### B PRIMARY SOURCE

#### Jonathan Swift

The narrator of *Gulliver’s Travels* (1726), an English doctor named Lemuel Gulliver, takes four disastrous voyages that leave him stranded in strange lands. In the following passage, Gulliver tries to win points with the king of Brobdingnag—a land of giants—by offering to show him how to make guns and cannons.

The king was struck with horror at the description I had given of those terrible engines. . . . He was amazed how so impotent and grovelling an insect as I (these were his expressions) could entertain such inhuman ideas, and in so familiar a manner as to appear wholly unmoved at all the scenes of blood and desolation, which I had painted as the common effects of those destructive machines; whereof, he said, some evil genius, enemy to mankind, must have been the first contriver [inventor].

### C PRIMARY SOURCE

#### William Hogarth

The English artist William Hogarth often used satire in his paintings. In this painting, *Canvassing for Votes*, he comments on political corruption. While the candidate flirts with the ladies on the balcony, his supporters offer a man money for his vote.



### Document-Based QUESTIONS

1. What is the main point that Voltaire is making in Source A? What technique does he use to reinforce his message?
2. What does the king’s reaction in Source B say about Swift’s view of Europe’s military technology?
3. Why might Hogarth’s painting in Source C be difficult for modern audiences to understand? Does this take away from his message?



# The Enlightenment Spreads

## MAIN IDEA

### POWER AND AUTHORITY

Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.

## WHY IT MATTERS NOW

An “enlightened” problem-solving approach to government and society prevails in modern civilization today.

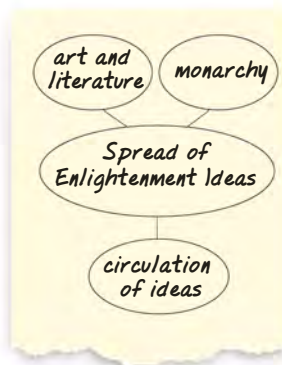
## TERMS & NAMES

- salon
- baroque
- neoclassical
- enlightened despot
- Catherine the Great

**SETTING THE STAGE** The philosophes’ views about society often got them in trouble. In France it was illegal to criticize either the Catholic Church or the government. Many philosophes landed in jail or were exiled. Voltaire, for example, experienced both punishments. Nevertheless, the Enlightenment spread throughout Europe with the help of books, magazines, and word of mouth. In time, Enlightenment ideas influenced everything from the artistic world to the royal courts across the continent.

## TAKING NOTES

**Summarizing** Use a web diagram to list examples of each concept related to the spread of ideas.



## A World of Ideas

In the 1700s, Paris was the cultural and intellectual capital of Europe. Young people from around Europe—and also from the Americas—came to study, philosophize, and enjoy the culture of the bustling city. The brightest minds of the age gathered there. From their circles radiated the ideas of the Enlightenment.

The buzz of Enlightenment ideas was most intense in the mansions of several wealthy women of Paris. There, in their large drawing rooms, these hostesses held regular social gatherings called **salons**. At these events, philosophers, writers, artists, scientists, and other great intellects met to discuss ideas.

**Diderot’s *Encyclopedia*** The most influential of the salon hostesses in Voltaire’s time was Marie-Thérèse Geoffrin (zhuh•frehn). She helped finance the project of a leading philosophe named Denis Diderot (DEE•duh•ROH). Diderot created a large set of books to which many leading scholars of Europe contributed articles and essays. He called it *Encyclopedia* and began publishing the first volumes in 1751.

The Enlightenment views expressed in the articles soon angered both the French government and the Catholic Church. Their censors banned the work. They said it undermined royal authority, encouraged a spirit of revolt, and fostered “moral corruption, irreligion, and unbelief.” Nonetheless, Diderot continued publishing his *Encyclopedia*.

The salons and the *Encyclopedia* helped spread Enlightenment ideas to educated people all over Europe. Enlightenment ideas also eventually spread through newspapers, pamphlets, and even political songs. Enlightenment ideas about government and equality attracted the attention of a growing literate middle class, which could afford to buy many books and support the work of artists.



### Cybercafés

These days, when people around the world gather to explore new ideas and discuss current events, many do so at Internet cafés. These are coffee shops or restaurants that also provide access to computers for a small fee.

Internet cafés originated in the United States, but today they are more popular overseas. In China, for instance, there are roughly 113,000 licensed Internet cafés; and tens of thousands of unlicensed cafés have been shut down.

Like the French in the 1700s, the Chinese recognize the power of ideas and have tried to limit their spread. Licensed Internet cafés are monitored by video, and must register customers and keep records of all websites viewed. As well, an estimated 30,000–40,000 Internet police are employed by the government to monitor and censor Internet traffic.



## New Artistic Styles

The Enlightenment ideals of order and reason were reflected in the arts—music, literature, painting, and architecture.

**Neoclassical Style Emerges** European art of the 1600s and early 1700s had been dominated by the style called **baroque**, which was characterized by a grand, ornate design. Baroque styles could be seen in elaborate palaces such as Versailles (see page 600) and in numerous paintings.

Under the influence of the Enlightenment, styles began to change. Artists and architects worked in a simple and elegant style that borrowed ideas and themes from classical Greece and Rome. The artistic style of the late 1700s is therefore called **neoclassical** (“new classical”).

**Changes in Music and Literature** Music styles also changed to reflect Enlightenment ideals. The music scene in Europe had been dominated by such composers as Johann Sebastian Bach of Germany and George Friedrich Handel of England. These artists wrote dramatic organ and choral music. During the Enlightenment, a new, lighter, and more elegant style of music known as *classical* emerged. Three composers in Vienna, Austria, rank among the greatest figures of the classical period in music. They were Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.

Writers in the 18th century also developed new styles and forms of literature. A number of European authors began writing novels, which are lengthy works of prose fiction. Their works had carefully crafted plots, used suspense, and explored characters’ thoughts and feelings. These books were popular with a wide middle-class audience, who liked the entertaining stories written in everyday language. Writers, including many women, turned out a flood of popular novels in the 1700s.

Samuel Richardson’s *Pamela* is often considered the first true English novel. It tells the story of a young servant girl who refuses the advances of her master. Another English masterpiece, *Tom Jones*, by Henry Fielding, tells the story of an orphan who travels all over England to win the hand of his lady.

## Enlightenment and Monarchy

From the salons, artists' studios, and concert halls of Europe, the Enlightenment spirit also swept through Europe's royal courts. Many philosophes, including Voltaire, believed that the best form of government was a monarchy in which the ruler respected the people's rights. The philosophes tried to convince monarchs to rule justly. Some monarchs embraced the new ideas and made reforms that reflected the Enlightenment spirit. They became known as **enlightened despots**. Despot means "absolute ruler."

The enlightened despots supported the philosophes' ideas. But they also had no intention of giving up any power. The changes they made were motivated by two desires: they wanted to make their countries stronger and their own rule more effective. The foremost of Europe's enlightened despots were Frederick II of Prussia, Holy Roman Emperor Joseph II of Austria, and Catherine the Great of Russia. **A**

**Frederick the Great** Frederick II, the king of Prussia from 1740 to 1786, committed himself to reforming Prussia. He granted many religious freedoms, reduced censorship, and improved education. He also reformed the justice system and abolished the use of torture. However, Frederick's changes only went so far. For example, he believed that serfdom was wrong, but he did nothing to end it since he needed the support of wealthy landowners. As a result, he never tried to change the existing social order.

Perhaps Frederick's most important contribution was his attitude toward being king. He called himself "the first servant of the state." From the beginning of his reign, he made it clear that his goal was to serve and strengthen his country. This attitude was clearly one that appealed to the philosophes.

**Joseph II** The most radical royal reformer was Joseph II of Austria. The son and successor of Maria Theresa, Joseph II ruled Austria from 1780 to 1790. He introduced legal reforms and freedom of the press. He also supported freedom of worship, even for Protestants, Orthodox Christians, and Jews. In his most radical reform, Joseph abolished serfdom and ordered that peasants be paid for their labor with cash. Not surprisingly, the nobles firmly resisted this change. Like many of Joseph's reforms, it was undone after his death.

**Catherine the Great** The ruler most admired by the philosophes was Catherine II, known as **Catherine the Great**. She ruled Russia from 1762 to 1796. The well-educated empress read the works of philosophes, and she exchanged many letters with Voltaire. She ruled with absolute authority but also sought to reform Russia.

In 1767, Catherine formed a commission to review Russia's laws. She presented it with a brilliant proposal for reforms based on the ideas of Montesquieu and Beccaria. Among other changes, she recommended allowing religious toleration and abolishing torture and capital punishment. Her commission, however, accomplished none of these lofty goals.

Catherine eventually put in place limited reforms, but she did little to improve the life of the Russian peasants. Her views about enlightened ideas changed after a massive uprising of serfs in 1773. With great brutality, Catherine's army crushed the



▲ Joseph II

### MAIN IDEA

#### Analyzing Motives

**A** Why did the enlightened despots undertake reforms?

#### Vocabulary

**Serfdom** was a system in which peasants were forced to live and work on a landowner's estate.

### Changing Idea: Relationship Between Ruler and State

#### Old Idea

The state and its citizens exist to serve the monarch. As Louis XIV reportedly said, "I am the state."

#### New Idea

The monarch exists to serve the state and support citizens' welfare. As Frederick the Great said, a ruler is only "the first servant of the state."



## MAIN IDEA

### Synthesizing

**B** How accurately does the term enlightened despot describe Catherine the Great? Explain.

rebellion. Catherine had previously favored an end to serfdom. However, the revolt convinced her that she needed the nobles' support to keep her throne. Therefore, she gave the nobles absolute power over the serfs. As a result, Russian serfs lost their last traces of freedom. **B**

**Catherine Expands Russia** Peter the Great, who ruled Russia in the early 1700s, had fought for years to win a port on the Baltic Sea. Likewise, Catherine sought access to the Black Sea. In two wars with the Ottoman Turks, her armies finally won control of the northern shore of the Black Sea. Russia also gained the right to send ships through Ottoman-controlled straits leading from the Black Sea to the Mediterranean Sea.

Catherine also expanded her empire westward into Poland. In Poland, the king was relatively weak, and independent nobles held the most power. The three neighboring powers—Russia, Prussia, and Austria—each tried to assert their influence over the country. In 1772, these land-hungry neighbors each took a piece of Poland in what is called the First Partition of Poland. In further partitions in 1793 and 1795, they grabbed up the rest of Poland's territory. With these partitions, Poland disappeared as an independent country for more than a century.

By the end of her remarkable reign, Catherine had vastly enlarged the Russian empire. Meanwhile, as Russia was becoming an international power, another great power, Britain, faced a challenge from its North American colonies. Inspired by Enlightenment ideas, colonial leaders decided to do the unthinkable: break away from their ruling country and found an independent republic.

## History Makers



**Catherine the Great**  
1729–1796

The daughter of a minor German prince, Catherine was 15 when she was handed over to marry the Grand Duke Peter, heir to the Russian throne.

Peter was mentally unstable. Catherine viewed her husband's weakness as her chance for power. She made important friends among Russia's army officers and became known as the most intelligent and best-informed person at court. In 1762, only months after her husband became czar, Catherine had him arrested and confined. Soon afterward, Peter conveniently died, probably by murder.

## SECTION

## 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- salon
- baroque
- neoclassical
- enlightened despot
- Catherine the Great

### USING YOUR NOTES

2. What are two generalizations you could make about the spread of Enlightenment ideas?



### MAIN IDEAS

3. What were the defining aspects of neoclassical art?
4. What new form of literature emerged during the 18th century and what were its main characteristics?
5. Why were several rulers in 18th century Europe known as enlightened despots?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** What advantages did salons have over earlier forms of communication in spreading ideas?
7. **ANALYZING ISSUES** In what way were the enlightened despots less than true reformers? Cite specific examples from the text.
8. **MAKING INFERENCES** How did the *Encyclopedia* project reflect the age of Enlightenment?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a public relations consultant for an enlightened despot. Write a **press release** explaining why your client is "Most Enlightened Despot of the 1700s."

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find out more about a composer or writer mentioned in this section. Then write a brief **character sketch** on that artist, focusing on interesting pieces of information about his or her life.

### INTERNET KEYWORDS

biography European Enlightenment



# The American Revolution

## MAIN IDEA

**REVOLUTION** Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.

## WHY IT MATTERS NOW

The revolution created a republic, the United States of America, that became a model for many nations of the world.

## TERMS & NAMES

- Declaration of Independence
- Thomas Jefferson
- checks and balances
- federal system
- Bill of Rights

**SETTING THE STAGE** Philosophes such as Voltaire considered England's government the most progressive in Europe. The Glorious Revolution of 1688 had given England a constitutional monarchy. In essence, this meant that various laws limited the power of the English king. Despite the view of the philosophes, however, a growing number of England's colonists in North America accused England of tyrannical rule. Emboldened by Enlightenment ideas, they would attempt to overthrow what was then the mightiest power on earth and create their own nation.

## TAKING NOTES

**Identifying Problems and Solutions** Use a chart to list the problems American colonists faced in shaping their republic and solutions they found.

Problem	Solution
1.	1.
2.	2.
3.	3.

## Britain and Its American Colonies

Throughout the 1600s and 1700s, British colonists had formed a large and thriving settlement along the eastern shore of North America. When George III became king of Great Britain in 1760, his North American colonies were growing by leaps and bounds. Their combined population soared from about 250,000 in 1700 to 2,150,000 in 1770, a nearly ninefold increase. Economically, the colonies thrived on trade with the nations of Europe.

Along with increasing population and prosperity, a new sense of identity was growing in the colonists' minds. By the mid-1700s, colonists had been living in America for nearly 150 years. Each of the 13 colonies had its own government, and people were used to a great degree of independence. Colonists saw themselves less as British and more as Virginians or Pennsylvanians. However, they were still British subjects and were expected to obey British law.

In 1651, the British Parliament passed a trade law called the Navigation Act. This and subsequent trade laws prevented colonists from selling their most valuable products to any country except Britain. In addition, colonists had to pay high taxes on imported French and Dutch goods. Nonetheless, Britain's policies benefited both the colonies and the motherland. Britain bought American raw materials for low prices and sold manufactured goods to the colonists. And despite various British trade restrictions, colonial merchants also thrived. Such a spirit of relative harmony, however, soon would change.

▼ This French snuffbox pictures (left to right) Voltaire, Rousseau, and colonial statesman Benjamin Franklin.





## Americans Win Independence

In 1754, war erupted on the North American continent between the English and the French. As you recall, the French had also colonized parts of North America throughout the 1600s and 1700s. The conflict was known as the French and Indian War. (The name stems from the fact that the French enlisted numerous Native American tribes to fight on their side.) The fighting lasted until 1763, when Britain and her colonists emerged victorious—and seized nearly all French land in North America.

The victory, however, only led to growing tensions between Britain and its colonists. In order to fight the war, Great Britain had run up a huge debt. Because American colonists benefited from Britain's victory, Britain expected the colonists to help pay the costs of the war. In 1765, Parliament passed the Stamp Act. According to this law, colonists had to pay a tax to have an official stamp put on wills, deeds, newspapers, and other printed material. **A**

American colonists were outraged. They had never paid taxes directly to the British government before. Colonial lawyers argued that the stamp tax violated colonists' natural rights, and they accused the government of "taxation without representation." In Britain, citizens consented to taxes through their representatives in Parliament. The colonists, however, had no representation in Parliament. Thus, they argued they could not be taxed.

**Growing Hostility Leads to War** Over the next decade, hostilities between the two sides increased. Some colonial leaders favored independence from Britain. In 1773, to protest an import tax on tea, a group of colonists dumped a large load of British tea into Boston Harbor. George III, infuriated by the "Boston Tea Party," as it was called, ordered the British navy to close the port of Boston.

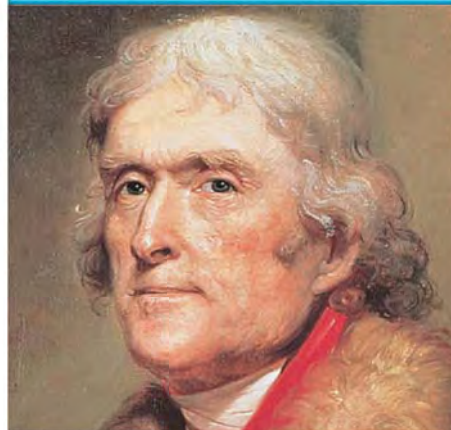
Such harsh tactics by the British made enemies of many moderate colonists. In September 1774, representatives from every colony except Georgia gathered in Philadelphia to form the First Continental Congress. This group protested the treatment of Boston. When the king paid little attention to their complaints, the colonies decided to form the Second Continental Congress to debate their next move.

On April 19, 1775, British soldiers and American militiamen exchanged gunfire on the village green in Lexington, Massachusetts. The fighting spread to nearby Concord. The Second Continental Congress voted to raise an army and organize for battle under the command of a Virginian named George Washington. The American Revolution had begun.

**The Influence of the Enlightenment** Colonial leaders used Enlightenment ideas to justify independence. The colonists had asked for the same political rights as people in Britain, they said, but the king had stubbornly refused. Therefore, the colonists were justified in rebelling against a tyrant who had broken the social contract.

In July 1776, the Second Continental Congress issued the **Declaration of Independence**. This document, written by political leader **Thomas Jefferson**,

## History Makers



**Thomas Jefferson**  
1743–1826

The author of the Declaration of Independence, Thomas Jefferson of Virginia, was a true figure of the Enlightenment. As a writer and statesman, he supported free speech, religious freedom, and other civil liberties. At the same time, he was also a slave owner.

Jefferson was a man of many talents. He was an inventor as well as one of the great architects of early America. He designed the Virginia state capitol building in Richmond and many buildings for the University of Virginia. Of all his achievements, Jefferson wanted to be most remembered for three: author of the Declaration of Independence, author of the Statute of Virginia for Religious Freedom, and founder of the University of Virginia.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a time line of Jefferson's major achievements. Go to [classzone.com](http://classzone.com) for your research.

### MAIN IDEA

#### Analyzing Causes

**A** How did the French and Indian War lead to the Stamp Act?

## Changing Idea: Colonial Attachment to Britain

### Old Idea

American colonists considered themselves to be subjects of the British king.

### New Idea

After a long train of perceived abuses by the king, the colonists asserted their right to declare independence.

was firmly based on the ideas of John Locke and the Enlightenment. The Declaration reflected these ideas in its eloquent argument for natural rights. “We hold these truths to be self-evident,” states the beginning of the Declaration, “that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

Since Locke had asserted that people had the right to rebel against an unjust ruler, the Declaration of Independence included a long list of George III’s abuses. The document ended by declaring the colonies’ separation from Britain. The colonies, the Declaration said, “are absolved from all allegiance to the British crown.”

**Success for the Colonists** The British were not about to let their colonies leave without a fight. Shortly after the publication of the Declaration of Independence, the two sides went to war. At first glance, the colonists seemed destined to go down in quick defeat. Washington’s ragtag, poorly trained army faced the well-trained forces of the most powerful country in the world. In the end, however, the Americans won their war for independence.

Several reasons explain the colonists’ success. First, the Americans’ motivation for fighting was much stronger than that of the British, since their army was defending their homeland. Second, the overconfident British generals made several mistakes. Third, time itself was on the side of the Americans. The British could win battle after battle, as they did, and still lose the war. Fighting an overseas war, 3,000 miles from London, was terribly expensive. After a few years, tax-weary British citizens called for peace.

Finally, the Americans did not fight alone. Louis XVI of France had little sympathy for the ideals of the American Revolution. However, he was eager to weaken France’s rival, Britain. French entry into the war in 1778 was decisive. In 1781, combined forces of about 9,500 Americans and 7,800 French trapped a British army commanded by Lord Cornwallis near Yorktown, Virginia. Unable to escape, Cornwallis eventually surrendered. The Americans had shocked the world and won their independence.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** What feature formed the western border of the United States?
- 2. Human-Environment Interaction** What European countries had claims on the North American continent in 1783?



## Democracy

Ancient Greece and Rome were strong influences on the framers of the U.S. system of government. Democracy as it is practiced today, however, is different from the Greek and Roman models.

The most famous democracy today is the United States. The type of government the United States uses is called a federal republic. "Federal" means power is divided between the national and state governments. In a republic, the people vote for their representatives. Two key components of democracy in the United States are the Constitution and voting.

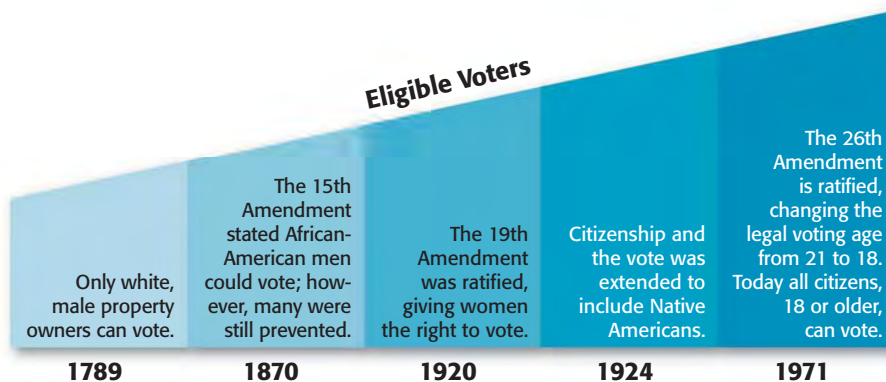
### Enlightenment Ideas and the U.S. Constitution

Many of the ideas contained in the Constitution are built on the ideas of Enlightenment thinkers.

Enlightenment Idea	U.S. Constitution
<b>Locke</b> A government's power comes from the consent of the people.	<ul style="list-style-type: none"> <li>Preamble begins "We the people of the United States" to establish legitimacy.</li> <li>Creates representative government</li> <li>Limits government powers</li> </ul>
<b>Montesquieu</b> Separation of powers	<ul style="list-style-type: none"> <li>Federal system of government</li> <li>Powers divided among three branches</li> <li>System of checks and balances</li> </ul>
<b>Rousseau</b> Direct democracy	<ul style="list-style-type: none"> <li>Public election of president and Congress</li> </ul>
<b>Voltaire</b> Free speech, religious toleration	<ul style="list-style-type: none"> <li>Bill of Rights provides for freedom of speech and religion.</li> </ul>
<b>Beccaria</b> Accused have rights, no torture	<ul style="list-style-type: none"> <li>Bill of Rights protects rights of accused and prohibits cruel and unusual punishment.</li> </ul>

### Who Votes?

Voting is an essential part of democracy. Universal suffrage means that all adult citizens can vote. Universal suffrage is part of democracy in the United States today, but that was not always the case. This chart shows how the United States gradually moved toward giving all citizens the right to vote.



#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on democracy, go to [classzone.com](http://classzone.com)

## > DATA FILE

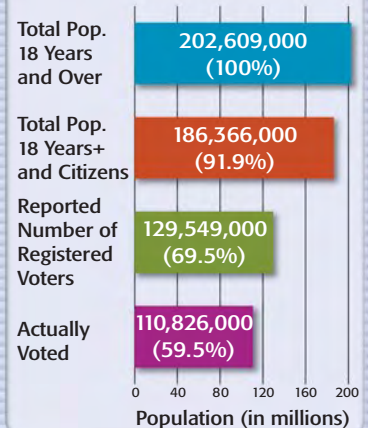
### U.S. Constitution

- There have been 27 amendments to the Constitution since its creation.
- The U.S. Constitution has been used by many other countries as a model for their constitutions.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.

### Voting

- In the 2000 U.S. presidential election, only 36.1 percent of people between 18 and 24 years old voted.
- Some countries, such as Australia, fine citizens for not voting. Australia's voter turnout has been over 90 percent since 1925.

### Voters in the 2000 U.S. Presidential Election



Source: U.S. Census Bureau, Current Population Survey, November 2000.

## Connect to Today

**1. Synthesizing** If so much of the U.S. Constitution can be found in European ideas, why were the framers of the U.S. Constitution so important?

See Skillbuilder Handbook, Page R21.

**2. Hypothesizing** Why is it important that every citizen has, and exercises, his or her right to vote?

### The French Revolution

The American Revolution inspired the growing number of French people who sought reform in their own country. They saw the new government of the United States as the fulfillment of Enlightenment ideals, and longed for such a government in France.

The Declaration of Independence was widely circulated and admired in France. French officers like the Marquis de Lafayette (shown here), who fought for American independence, captivated his fellow citizens with accounts of the war. One Frenchman remarked about this time period, "We talked of nothing but America." Less than a decade after the American Revolution ended, an armed struggle to topple the government would begin in France.



### Americans Create a Republic

Shortly after declaring their independence, the 13 individual states recognized the need for a national government. As victory became certain, all 13 states ratified a constitution in 1781. This plan of government was known as the Articles of Confederation. The Articles established the United States as a republic, a government in which citizens rule through elected representatives.

**A Weak National Government** To protect their authority, the 13 states created a loose confederation in which they held most of the power. Thus, the Articles of Confederation deliberately created a weak national government. There were no executive or judicial branches. Instead, the Articles established only one body of government, the Congress. Each state, regardless of size, had one vote in Congress. Congress could declare war, enter into treaties, and coin money. It had no power, however, to collect taxes or regulate trade. Passing new laws was difficult because laws needed the approval of 9 of the 13 states.

These limits on the national government soon produced many problems. Although the new national government needed money to operate, it could only request contributions from the states. Angry Revolutionary War veterans bitterly complained that Congress still owed them back pay for their services. Meanwhile, several states issued their own money. Some states even put tariffs on goods from neighboring states. **B**

**A New Constitution** Colonial leaders eventually recognized the need for a strong national government. In February 1787, Congress approved a Constitutional Convention to revise the Articles of Confederation. The Constitutional Convention held its first session on May 25, 1787. The 55 delegates were experienced statesmen who were familiar with the political theories of Locke, Montesquieu, and Rousseau.

Although the delegates shared basic ideas on government, they sometimes disagreed on how to put them into practice. For almost four months the delegates argued over important questions. Who should be represented in Congress? How many representatives should each state have? The delegates' deliberations produced not only compromises but also new approaches to governing. Using the political ideas of the Enlightenment, the delegates created a new system of government.

**The Federal System** Like Montesquieu, the delegates distrusted a powerful central government controlled by one person or group. They therefore established

#### MAIN IDEA


#### Making Inferences

**B** What was the main cause of the nation's problems under the Articles?



three separate branches—legislative, executive, and judicial. This setup provided a built-in system of **checks and balances**, with each branch checking the actions of the other two. For example, the president received the power to veto legislation passed by Congress. However, the Congress could override a presidential veto with the approval of two-thirds of its members.

Although the Constitution created a strong central government, it did not eliminate local governments. Instead, the Constitution set up a **federal system** in which power was divided between national and state governments.

**The Bill of Rights** The delegates signed the new Constitution on September 17, 1787. In order to become law, however, the Constitution required approval by conventions in at least 9 of the 13 states. These conventions were marked by sharp debate. Supporters of the Constitution were called Federalists. They argued in their famous work, the *Federalist Papers*, that the new government would provide a better balance between national and state powers. Their opponents, the Antifederalists, feared that the Constitution gave the central government too much power. They also wanted a bill of rights to protect the rights of individual citizens. 

In order to gain support, the Federalists promised to add a bill of rights to the Constitution. This promise cleared the way for approval. Congress formally added to the Constitution the ten amendments known as the **Bill of Rights**. These amendments protected such basic rights as freedom of speech, press, assembly, and religion. Many of these rights had been advocated by Voltaire, Rousseau, and Locke.


The Constitution and Bill of Rights marked a turning point in people's ideas about government. Both documents put Enlightenment ideas into practice. They expressed an optimistic view that reason and reform could prevail and that progress was inevitable. Such optimism swept across the Atlantic. However, the monarchies and the privileged classes didn't give up power and position easily. As Chapter 23 explains, the struggle to attain the principles of the Enlightenment led to violent revolution in France.

▼ Early copy of the U.S. Constitution



#### MAIN IDEA

#### Analyzing Issues

 What were the opposing views regarding ratification of the Constitution?

#### SECTION

### 4

#### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Declaration of Independence
- Thomas Jefferson
- checks and balances
- federal system
- Bill of Rights

#### USING YOUR NOTES

2. Which of the solutions that you recorded represented a compromise?

Problem	Solution
1.	1.
2.	2.
3.	3.

#### MAIN IDEAS

3. Why did the colonists criticize the Stamp Act as "taxation without representation"?
4. How did John Locke's notion of the social contract influence the American colonists?
5. Why were the colonists able to achieve victory in the American Revolution?

#### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might it be important to have a Bill of Rights that guarantees basic rights of citizens?
7. **FORMING AND SUPPORTING OPINIONS** Do you think the American Revolution would have happened if there had not been an Age of Enlightenment?
8. **ANALYZING CAUSES** Why do you think the colonists at first created such a weak central government?
9. **WRITING ACTIVITY** **REVOLUTION** Summarize in several paragraphs the ideas from the American Revolution concerning separation of powers, basic rights of freedom, and popular sovereignty.

#### CONNECT TO TODAY CELEBRATING AMERICA'S BIRTHDAY

Create a **birthday poster** to present to the United States this July 4th. The poster should include images or quotes that demonstrate the ideals upon which the nation was founded.

# Chapter 22 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to European history from 1550–1789.

1. heliocentric theory
2. Isaac Newton
3. social contract
4. philosophe
5. salon
6. enlightened despot
7. Declaration of Independence
8. federal system

## MAIN IDEAS

### The Scientific Revolution Section 1 (pages 623–628)

9. According to Ptolemy, what was the earth's position in the universe? How did Copernicus's view differ?
10. What are the four steps in the scientific method?
11. What four new instruments came into use during the Scientific Revolution? What was the purpose of each one?

### The Enlightenment in Europe Section 2 (pages 629–635)

12. How did the ideas of Hobbes and Locke differ?
13. What did Montesquieu admire about the government of Britain?
14. How did the Enlightenment lead to a more secular outlook?

### The Enlightenment Spreads Section 3 (pages 636–639)

15. What were three developments in the arts during the Enlightenment?
16. What sorts of reforms did the enlightened despots make?

### The American Revolution Section 4 (pages 640–645)

17. Why did the Articles of Confederation result in a weak national government?
18. How did the writers of the U.S. Constitution put into practice the idea of separation of powers? A system of checks and balances?

## CRITICAL THINKING

### 1. USING YOUR NOTES

List in a table important new ideas that arose during the Scientific Revolution and Enlightenment. In the right column, briefly explain why each idea was revolutionary.

New Idea	Why Revolutionary

### 2. RECOGNIZING EFFECTS

**SCIENCE AND TECHNOLOGY** What role did technology play in the Scientific Revolution?

### 3. ANALYZING ISSUES

**POWER AND AUTHORITY** How did the U.S. Constitution reflect the ideas of the Enlightenment? Refer to specific Enlightenment thinkers to support your answer.

### 4. CLARIFYING

How did the statement by Prussian ruler Frederick the Great that a ruler is only “the first servant of the state” highlight Enlightenment ideas about government?

## VISUAL SUMMARY

### Enlightenment and Revolution, 1550–1789

#### Scientific Revolution

- Heliocentric theory challenges geocentric theory.
- Mathematics and observation support heliocentric theory.
- Scientific method develops.
- Scientists make discoveries in many fields.

A new way of thinking about the world develops, based on observation and a willingness to question assumptions.

#### Enlightenment

- People try to apply the scientific approach to aspects of society.
- Political scientists propose new ideas about government.
- Philosophes advocate the use of reason to discover truths.
- Philosophes address social issues through reason.

Enlightenment writers challenge many accepted ideas about government and society.

#### Spread of Ideas

- Enlightenment ideas appeal to thinkers and artists across Europe.
- Salons help spread Enlightenment thinking.
- Ideas spread to literate middle class.
- Enlightened despots attempt reforms.

Enlightenment ideas sweep through European society and to colonial America.

#### American Revolution

- Enlightenment ideas influence colonists.
- Britain taxes colonists after French and Indian War.
- Colonists denounce taxation without representation.
- War begins in Lexington and Concord.

Colonists declare independence, defeat Britain, and establish republic.



## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Preamble, *Constitution of the United States of America*

1. All of the following are stated objectives of the Constitution except
  - A. justice.
  - B. liberty.
  - C. defense.
  - D. prosperity.
2. With whom does the ultimate power in society lie, according to the Constitution?
  - A. the church
  - B. the military
  - C. the citizens
  - D. the monarchy

Use this engraving, entitled *The Sleep of Reason Produces Monsters*, and your knowledge of world history to answer question 3.

3. Which of the following statements best summarizes the main idea of this Enlightenment engraving?

- A. Nothing good comes from relaxation or laziness.
- B. A lack of reason fosters superstition and irrational fears.
- C. Dreams are not restricted by the boundaries of reason.
- D. Rulers that let down their guard risk rebellion and overthrow.



### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 622, you examined how you would react to a different or revolutionary idea or way of doing things. Now that you have read the chapter, consider how such breakthroughs impacted society. Discuss in a small group what you feel were the most significant new ideas or procedures and explain why.

### 2. WRITING ABOUT HISTORY

**REVOLUTION** Re-examine the material on the Scientific Revolution. Then write a three paragraph **essay** summarizing the difference in scientific understanding before and after the various scientific breakthroughs. Focus on

- the ultimate authority on many matters before the Scientific Revolution.
- how and why that changed after the Revolution.

### INTEGRATED TECHNOLOGY

#### Writing an Internet-based Research Paper

Go to the *Web Research Guide* at [classzone.com](http://classzone.com) to learn about conducting research on the Internet. Use the Internet to explore a recent breakthrough in science or medicine. Look for information that will help you explain why the discovery is significant and how the new knowledge changes what scientists had thought about the topic.

In a well-organized paper, compare the significance of the discovery you are writing about with major scientific or medical discoveries of the Scientific Revolution. Be sure to

- apply a search strategy when using directories and search engines to locate Web resources.
- judge the usefulness of each Web site.
- correctly cite your Web resources.
- revise and edit for correct use of language.

# CHAPTER 23

## The French Revolution and Napoleon, 1789–1815

### Previewing Main Ideas

**ECONOMICS** The gap between rich and poor in France was vast. The inequalities of the economy of France were a major cause of the French Revolution.

**Geography** *Why do you think the royal palace at Versailles became a focal point for the anger of the poor people of Paris during the Revolution?*

**REVOLUTION** Driven by the example of the American Revolution and such Enlightenment ideas as liberty, equality, and democracy, the French ousted the government of Louis XVI and established a new political order.

**Geography** *Why do you think some historians cite the “wind from America” as a cause of the French Revolution?*

**POWER AND AUTHORITY** After seizing power in 1799, Napoleon conquered a huge empire that included much of Western Europe. His attempt to conquer Russia, however, led to his downfall.

**Geography** *What challenges and hazards of invading Russia might be inferred from the map?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

1789

WORLD

1789

George Washington is inaugurated as first U.S. president. ►

1793

King Louis XVI is executed by guillotine; Reign of Terror begins. ►



1796

Directory appoints Napoleon commander of French forces in Italy.

1795

Great Britain seizes the Cape Colony in South Africa from the Dutch.







## Napoleon's Empire, 1810

- French Empire
- Countries allied with Napoleon
- Countries controlled by Napoleon
- Countries at war with Napoleon



**1799**

Napoleon overthrows the Directory through a coup d'état.

**1804**

Napoleon crowns himself emperor, begins to create a vast European empire. ▶



**1815**

Napoleon is defeated at the Battle of Waterloo.

**1800**

**1800**

Opium trade begins in China.

**1804**

Saint Domingue gains independence. (Toussaint L'Ouverture) ▶



**1810**

Padre Hidalgo calls for Mexican independence.

**1814**

War of 1812 between Great Britain and the United States ends.



## *How would you change an unjust government?*

You are living in France in the late 1700s. Your parents are merchants who earn a good living. However, after taxes they have hardly any money left. You know that other people, especially the peasants in the countryside, are even worse off than you. At the same time, the nobility lives in luxury and pays practically no taxes.

Many people in France are desperate for change. But they are uncertain how to bring about that change. Some think that representatives of the people should demand fair taxes and just laws. Others support violent revolution. In Paris, that revolution seems to have begun. An angry mob has attacked and taken over the Bastille, a royal prison. You wonder what will happen next.



- 1 One of the mob leaders triumphantly displays the keys to the Bastille.
- 2 Although they were in search of gunpowder and firearms, the conquerors of the Bastille took whatever they could find.
- 3 One man drags the royal standard behind him.

▲ The conquerors of the Bastille parade outside City Hall in Paris.

### EXAMINING *the* ISSUES

- **How would you define an unjust government?**
- **What, if anything, would lead you to take part in a violent revolution?**

Discuss these questions with your classmates. In your discussion, remember what you've learned about the causes of revolutionary conflicts such as the American Revolution and the English Civil War. As you read about the French Revolution in this chapter, see what changes take place and how these changes came about.





# The French Revolution Begins

## MAIN IDEA

**ECONOMICS** Economic and social inequalities in the Old Regime helped cause the French Revolution.

## WHY IT MATTERS NOW

Throughout history, economic and social inequalities have at times led peoples to revolt against their governments.

## TERMS & NAMES

- Old Regime
- estate
- Louis XVI
- Marie Antoinette
- Estates-General
- National Assembly
- Tennis Court Oath
- Great Fear

**SETTING THE STAGE** In the 1700s, France was considered the most advanced country of Europe. It had a large population and a prosperous foreign trade. It was the center of the Enlightenment, and France's culture was widely praised and imitated by the rest of the world. However, the appearance of success was deceiving. There was great unrest in France, caused by bad harvests, high prices, high taxes, and disturbing questions raised by the Enlightenment ideas of Locke, Rousseau, and Voltaire.

## The Old Order

In the 1770s, the social and political system of France—the **Old Regime**—remained in place. Under this system, the people of France were divided into three large social classes, or **estates**.

**The Privileged Estates** Two of the estates had privileges, including access to high offices and exemptions from paying taxes, that were not granted to the members of the third. The Roman Catholic Church, whose clergy formed the First Estate, owned 10 percent of the land in France. It provided education and relief services to the poor and contributed about 2 percent of its income to the government. The Second Estate was made up of rich nobles. Although they accounted for just 2 percent of the population, the nobles owned 20 percent of the land and paid almost no taxes. The majority of the clergy and the nobility scorned Enlightenment ideas as radical notions that threatened their status and power as privileged persons.

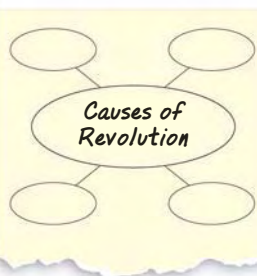
**The Third Estate** About 97 percent of the people belonged to the Third Estate. The three groups that made up this estate differed greatly in their economic conditions. The first group—the bourgeoisie (BUR•zhwah•ZEE), or middle class—were bankers, factory owners, merchants, professionals, and skilled artisans. Often, they were well educated and believed strongly in the Enlightenment ideals of liberty and equality. Although some of the bourgeoisie were as rich as nobles, they paid high taxes and, like the rest of the Third Estate, lacked privileges. Many felt that their wealth entitled them to a greater degree of social status and political power.

The workers of France's cities formed the second, and poorest, group within the Third Estate. These urban workers included tradespeople, apprentices, laborers, and domestic servants. Paid low wages and frequently out of work, they often

## TAKING NOTES

### Analyzing Causes

Use a web diagram to identify the causes of the French Revolution.



## The Three Estates



### A First Estate

- made up of clergy of Roman Catholic Church
- scorned Enlightenment ideas

### B Second Estate

- made up of rich nobles
- held highest offices in government
- disagreed about Enlightenment ideas

### C Third Estate

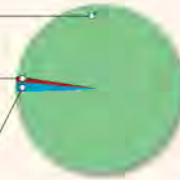
- included bourgeoisie, urban lower class, and peasant farmers
- had no power to influence government
- embraced Enlightenment ideas
- resented the wealthy First and Second Estates.

### Population of France, 1787

97% (Third Estate)

less than 1% (First Estate)

2% (Second Estate)



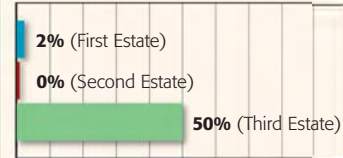
### Percent of Income Paid in Taxes

2% (First Estate)

0% (Second Estate)

50% (Third Estate)

0% 20% 40% 60% 80% 100%



### SKILLBUILDER: Interpreting Charts and Political Cartoons

- Drawing Conclusions** How do the chart and the graphs help explain the political cartoon?
- Making Inferences** Why might the First and Second Estates be opposed to change?

went hungry. If the cost of bread rose, mobs of these workers might attack grain carts and bread shops to steal what they needed.

Peasants formed the largest group within the Third Estate, more than 80 percent of France's 26 million people. Peasants paid about half their income in dues to nobles, tithes to the Church, and taxes to the king's agents. They even paid taxes on such basic staples as salt. Peasants and the urban poor resented the clergy and the nobles for their privileges and special treatment. The heavily taxed and discontented Third Estate was eager for change.

#### Vocabulary

**tithe:** a church tax, normally about one-tenth of a family's income

## The Forces of Change

In addition to the growing resentment among the lower classes, other factors contributed to the revolutionary mood in France. New ideas about government, serious economic problems, and weak and indecisive leadership all helped to generate a desire for change.

**Enlightenment Ideas** New views about power and authority in government were spreading among the Third Estate. Members of the Third Estate were inspired by the success of the American Revolution. They began questioning long-standing notions about the structure of society. Quoting Rousseau and Voltaire, they began to demand equality, liberty, and democracy. The Comte D'Antraigues, a friend of Rousseau, best summed up their ideas on what government should be:

### PRIMARY SOURCE

The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the . . . People is everything. Everything should be subordinated to it. . . . It is in the People that all national power resides and for the People that all states exist.

COMTE D'ANTRAIQUES, quoted in *Citizens: A Chronicle of the French Revolution*

**Economic Troubles** By the 1780s, France's once prosperous economy was in decline. This caused alarm, particularly among the merchants, factory owners, and



bankers of the Third Estate. On the surface, the economy appeared to be sound, because both production and trade were expanding rapidly. However, the heavy burden of taxes made it almost impossible to conduct business profitably within France. Further, the cost of living was rising sharply. In addition, bad weather in the 1780s caused widespread crop failures, resulting in a severe shortage of grain. The price of bread doubled in 1789, and many people faced starvation.

During the 1770s and 1780s, France's government sank deeply into debt. Part of the problem was the extravagant spending of **Louis XVI** and his queen, **Marie Antoinette**. Louis also inherited a considerable debt from previous kings. And he borrowed heavily in order to help the American revolutionaries in their war against Great Britain, France's chief rival. This nearly doubled the government's debt. In 1786, when bankers refused to lend the government any more money, Louis faced serious problems.

**A Weak Leader** Strong leadership might have solved these and other problems. Louis XVI, however, was indecisive and allowed matters to drift. He paid little attention to his government advisers, and had little patience for the details of governing. The queen only added to Louis's problems. She often interfered in the government, and frequently offered Louis poor advice. Further, since she was a member of the royal family of Austria, France's long-time enemy, Marie Antoinette had been unpopular from the moment she set foot in France. Her behavior only made the situation worse. As queen, she spent so much money on gowns, jewels, gambling, and gifts that she became known as "Madame Deficit."

Rather than cutting expenses, Louis put off dealing with the emergency until he practically had no money left. His solution was to impose taxes on the nobility. However, the Second Estate forced him to call a meeting of the **Estates-General**—an assembly of representatives from all three estates—to approve this new tax. The meeting, the first in 175 years, was held on May 5, 1789, at Versailles.

**Vocabulary**  
deficit: debt

## History Makers



**Louis XVI**  
1754–1793

Louis XVI's tutors made little effort to prepare him for his role as king—and it showed. He was easily bored with affairs of state, and much preferred to spend his time in physical activities, particularly hunting. He also loved to work with his hands, and was skilled in several trades, including lock-making, metalworking, and bricklaying.

Despite these shortcomings, Louis was well intentioned and sincerely wanted to improve the lives of the common people. However, he lacked the ability to make decisions and the determination to see policies through. When he did take action, it often was based on poor advice from ill-informed members of his court. As one politician of the time noted, "His reign was a succession of feeble attempts at doing good, shows of weakness, and clear evidence of his inadequacy as a leader."



**Marie Antoinette**  
1755–1793

Marie Antoinette was a pretty, lighthearted, charming woman. However, she was unpopular with the French because of her spending and her involvement in controversial court affairs. She referred to Louis as "the poor man" and sometimes set the clock forward an hour to be rid of his presence.

Marie Antoinette refused to wear the tight-fitting clothing styles of the day and introduced a loose cotton dress for women. The elderly, who viewed the dress as an undergarment, thought that her clothing was scandalous. The French silk industry was equally angry.

In constant need of entertainment, Marie Antoinette often spent hours playing cards. One year she lost the equivalent of \$1.5 million by gambling in card games.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Louis XVI and Marie Antoinette, go to **classzone.com**



## Dawn of the Revolution

The clergy and the nobles had dominated the Estates-General throughout the Middle Ages and expected to do so in the 1789 meeting. Under the assembly's medieval rules, each estate's delegates met in a separate hall to vote, and each estate had one vote. The two privileged estates could always outvote the Third Estate.

**The National Assembly** The Third Estate delegates, mostly members of the bourgeoisie whose views had been shaped by the Enlightenment, were eager to make changes in the government. They insisted that all three estates meet together and that each delegate have a vote. This would give the advantage to the Third Estate, which had as many delegates as the other two estates combined. **A**

Siding with the nobles, the king ordered the Estates-General to follow the medieval rules. The delegates of the Third Estate, however, became more and more determined to wield power. A leading spokesperson for their viewpoint was a clergyman sympathetic to their cause, Emmanuel-Joseph Sieyès (syay•YEHS). In a dramatic speech, Sieyès suggested that the Third Estate delegates name themselves the **National Assembly** and pass laws and reforms in the name of the French people.

After a long night of excited debate, the delegates of the Third Estate agreed to Sieyès's idea by an overwhelming majority. On June 17, 1789, they voted to establish the National Assembly, in effect proclaiming the end of absolute monarchy and the beginning of representative government. This vote was the first deliberate act of revolution.

Three days later, the Third Estate delegates found themselves locked out of their meeting room. They broke down a door to an indoor tennis court, pledging to stay until they had drawn up a new constitution. This pledge became known as the **Tennis Court Oath**. Soon after, nobles and members of the clergy who favored reform joined the Third Estate delegates. In response to these events, Louis stationed his mercenary army of Swiss guards around Versailles.

**Storming the Bastille** In Paris, rumors flew. Some people suggested that Louis was intent on using military force to dismiss the National Assembly. Others charged that the foreign troops were coming to Paris to massacre French citizens.

▼ The attack on the Bastille claimed the lives of about 100 people.

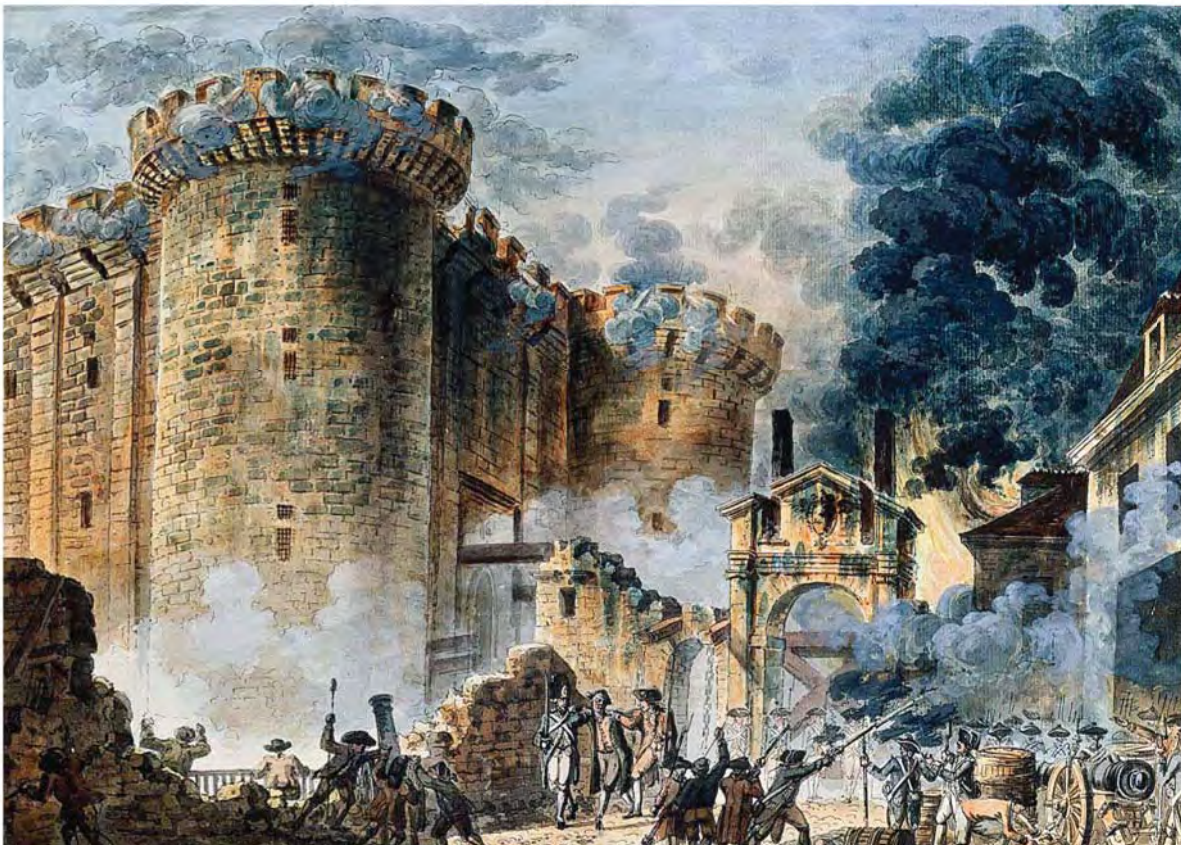
### MAIN IDEA

#### Analyzing Motives

**A** Why did the Third Estate propose a change in the Estates-General's voting rules?

#### Vocabulary

*mercenary army*: a group of soldiers who will work for any country or employer that will pay them





People began to gather weapons in order to defend the city against attack. On July 14, a mob searching for gunpowder and arms stormed the Bastille, a Paris prison. The mob overwhelmed the guard and seized control of the building. The angry attackers hacked the prison commander and several guards to death, and then paraded around the streets with the dead men's heads on pikes.

The fall of the Bastille became a great symbolic act of revolution to the French people. Ever since, July 14—Bastille Day—has been a French national holiday, similar to the Fourth of July in the United States.

## A Great Fear Sweeps France

Before long, rebellion spread from Paris into the countryside. From one village to the next, wild rumors circulated that the nobles were hiring outlaws to terrorize the peasants. A wave of senseless panic called the **Great Fear** rolled through France. The peasants soon became outlaws themselves. Armed with pitchforks and other farm tools, they broke into nobles' manor houses and destroyed the old legal papers that bound them to pay feudal dues. In some cases, the peasants simply burned down the manor houses.

In October 1789, thousands of Parisian women rioted over the rising price of bread. Brandishing knives, axes, and other weapons, the women marched on Versailles. First, they demanded that the National Assembly take action to provide bread. Then they turned their anger on the king and queen. They broke into the palace, killing some of the guards. The women demanded that Louis and Marie Antoinette return to Paris. After some time, Louis agreed.

A few hours later the king, his family, and servants left Versailles, never again to see the magnificent palace. Their exit signaled the change of power and radical reforms about to overtake France. **B**

### MAIN IDEA

#### Recognizing Effects

**B** How did the women's march mark a turning point in the relationship between the king and the people?

## Social History

### Bread

Bread was a staple of the diet of the common people of France. Most families consumed three or four 4-pound loaves a day. And the purchase of bread took about half of a worker's wages—when times were good. So, when the price of bread jumped dramatically, as it did in the fall of 1789, people faced a real threat of starvation.

On their march back from Versailles, the women of Paris happily sang that they were bringing "the baker, the baker's wife, and the baker's lad" with them. They expected the "baker"—Louis—to provide the cheap bread that they needed to live.

### SECTION

## 1

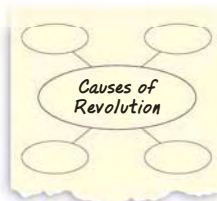
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Old Regime • estates • Louis XVI • Marie Antoinette • Estates-General • National Assembly • Tennis Court Oath • Great Fear

#### USING YOUR NOTES

2. Select one of the causes you listed and explain how it contributed to the French Revolution.



#### MAIN IDEAS

- Why were members of the Third Estate dissatisfied with life under the Old Regime?
- How did Louis XVI's weak leadership contribute to the growing crisis in France?
- How did the purpose of the meeting of the Estates-General in 1789 change?

#### CRITICAL THINKING & WRITING

- FORMING AND SUPPORTING OPINIONS** Do you think that changes in the French government were inevitable? Explain.
- ANALYZING MOTIVES** Why do you think some members of the First and Second Estates joined the National Assembly and worked to reform the government?
- COMPARING AND CONTRASTING** How were the storming of the Bastille and the women's march on Versailles similar? How were they different?
- WRITING ACTIVITY** **POWER AND AUTHORITY** In the role of a member of the Third Estate, write a brief **speech** explaining why the French political system needs to change.

#### CONNECT TO TODAY CREATING A COLLAGE

Conduct research on how Bastille Day is celebrated in France today. Use your findings to create an **annotated collage** titled "Celebrating the Revolution."



# Revolution Brings Reform and Terror

## MAIN IDEA

**REVOLUTION** The revolutionary government of France made reforms but also used terror and violence to retain power.

## WHY IT MATTERS NOW

Some governments that lack the support of a majority of their people still use fear to control their citizens.

## TERMS & NAMES

- Legislative Assembly
- émigré
- sans-culotte
- Jacobin
- guillotine
- Maximilien Robespierre
- Reign of Terror

**SETTING THE STAGE** Peasants were not the only members of French society to feel the Great Fear. Nobles and officers of the Church were equally afraid. Throughout France, bands of angry peasants struck out against members of the upper classes, attacking and destroying many manor houses. In the summer of 1789, a few months before the women’s march to Versailles, some nobles and members of clergy in the National Assembly responded to the uprisings in an emotional late-night meeting.

## TAKING NOTES

### Recognizing Effects

Use a flow chart to identify the major events that followed the creation of the Constitution of 1791.

Assembly  
Creates a  
Constitution

## The Assembly Reforms France

Throughout the night of August 4, 1789, noblemen made grand speeches, declaring their love of liberty and equality. Motivated more by fear than by idealism, they joined other members of the National Assembly in sweeping away the feudal privileges of the First and Second Estates, thus making commoners equal to the nobles and the clergy. By morning, the Old Regime was dead.

**The Rights of Man** Three weeks later, the National Assembly adopted a statement of revolutionary ideals, the Declaration of the Rights of Man and of the Citizen. Reflecting the influence of the Declaration of Independence, the document stated that “men are born and remain free and equal in rights.” These rights included “liberty, property, security, and resistance to oppression.” The document also guaranteed citizens equal justice, freedom of speech, and freedom of religion.

In keeping with these principles, revolutionary leaders adopted the expression “Liberty, Equality, Fraternity” as their slogan. Such sentiments, however, did not apply to everyone. When writer Olympe de Gouges (aw•LIMP duh GOOZH) published a declaration of the rights of women, her ideas were rejected. Later, in 1793, she was declared an enemy of the Revolution and executed.

**A State-Controlled Church** Many of the National Assembly’s early reforms focused on the Church. The assembly took over Church lands and declared that Church officials and priests were to be elected and paid as state officials. Thus, the Catholic Church lost both its lands and its political independence. The reasons for the assembly’s actions were largely economic. Proceeds from the sale of Church lands helped pay off France’s huge debt.

The assembly’s actions alarmed millions of French peasants, who were devout Catholics. The effort to make the Church a part of the state offended them, even





◀ One of the people who stopped Louis from escaping said that he recognized the king from his portrait on a French bank note.

though it was in accord with Enlightenment philosophy. They believed that the pope should rule over a church independent of the state. From this time on, many peasants opposed the assembly's reforms.

**Louis Tries to Escape** As the National Assembly restructured the relationship between church and state, Louis XVI pondered his fate as a monarch. Some of his advisers warned him that he and his family were in danger. Many supporters of the monarchy thought France unsafe and left the country. Then, in June 1791, the royal family tried to escape from France to the Austrian Netherlands. As they neared the border, however, they were apprehended and returned to Paris under guard. Louis's attempted escape increased the influence of his radical enemies in the government and sealed his fate.

## Divisions Develop

For two years, the National Assembly argued over a new constitution for France. By 1791, the delegates had made significant changes in France's government and society.

**A Limited Monarchy** In September 1791, the National Assembly completed the new constitution, which Louis reluctantly approved. The constitution created a limited constitutional monarchy. It stripped the king of much of his authority. It also created a new legislative body—the **Legislative Assembly**. This body had the power to create laws and to approve or reject declarations of war. However, the king still held the executive power to enforce laws.

**Factions Split France** Despite the new government, old problems, such as food shortages and government debt, remained. The question of how to handle these problems caused the Legislative Assembly to split into three general groups, each of which sat in a different part of the meeting hall. Radicals, who sat on the left side of the hall, opposed the idea of a monarchy and wanted sweeping changes in the way the government was run. Moderates sat in the center of the hall and wanted some changes in government, but not as many as the radicals. Conservatives sat on the right side of the hall. They upheld the idea of a limited monarchy and wanted few changes in government. **A**

### MAIN IDEA

#### Recognizing Effects

**A** How did differences of opinion on how to handle such issues as food shortages and debt affect the Legislative Assembly?

### Connect to Today

#### Left, Right, and Center

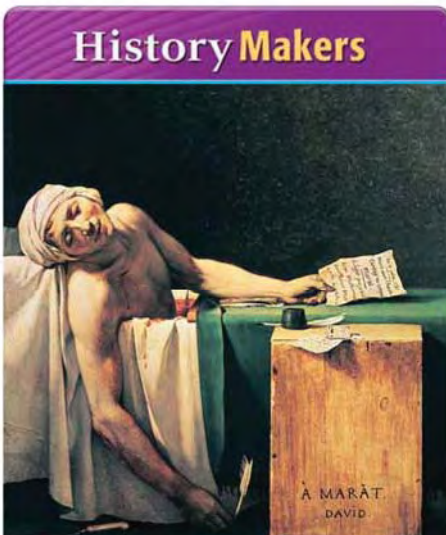
The terms we use today to describe where people stand politically derive from the factions that developed in the Legislative Assembly in 1791.

- People who want to radically change government are called left wing or are said to be on the left.
- People with moderate views often are called centrist or are said to be in the center.
- People who want few or no changes in government often are called right wing or are said to be on the right.

In addition, factions outside the Legislative Assembly wanted to influence the direction of the government too. **Émigrés** (EHM•ih•GRAYZ), nobles and others who had fled France, hoped to undo the Revolution and restore the Old Regime. In contrast, some Parisian workers and small shopkeepers wanted the Revolution to bring even greater changes to France. They were called **sans-culottes** (SANZ kyoo•LAHTS), or “those without knee breeches.” Unlike the upper classes, who wore fancy knee-length pants, sans-culottes wore regular trousers. Although they did not have a role in the assembly, they soon discovered ways to exert their power on the streets of Paris.

## War and Execution

Monarchs and nobles in many European countries watched the changes taking place in France with alarm. They feared that similar revolts might break out in their own countries. In fact, some radicals were keen to spread their revolutionary ideas across Europe. As a result, some countries took action. Austria and Prussia, for example, urged the French to restore Louis to his position as an absolute monarch. The Legislative Assembly responded by declaring war in April 1792.



**Jean-Paul Marat**  
1743–1793

Marat was a thin, high-strung, sickly man whose revolutionary writings stirred up the violent mood in Paris. Because he suffered from a painful skin disease, he often found comfort by relaxing in a cold bath—even arranging things so that he could work in his bathtub!

During the summer of 1793, Charlotte Corday, a supporter of a rival faction whose members had been jailed, gained an audience with Marat by pretending to have information about traitors. Once inside Marat's private chambers, she fatally stabbed him as he bathed. For her crime, Corday went to the guillotine.

**France at War** The war began badly for the French. By the summer of 1792, Prussian forces were advancing on Paris. The Prussian commander threatened to destroy Paris if the revolutionaries harmed any member of the royal family. This enraged the Parisians. On August 10, about 20,000 men and women invaded the Tuileries, the palace where the royal family was staying. The mob massacred the royal guards and imprisoned Louis, Marie Antoinette, and their children.

Shortly after, the French troops defending Paris were sent to reinforce the French army in the field. Rumors began to spread that supporters of the king held in Paris prisons planned to break out and seize control of the city. Angry and fearful citizens responded by taking the law into their own hands. For several days in early September, they raided the prisons and murdered over 1,000 prisoners. Many nobles, priests, and royalist sympathizers fell victim to the angry mobs in these September Massacres. **B**

Under pressure from radicals in the streets and among its members, the Legislative Assembly set aside the Constitution of 1791. It declared the king deposed, dissolved the assembly, and called for the election of a new legislature. This new governing body, the National Convention, took office on September 21. It quickly abolished the monarchy and declared France a republic. Adult male citizens were granted the right to vote and hold office. Despite the important part they had already played in the Revolution, women were not given the vote.

**Jacobins Take Control** Most of the people involved in the governmental changes in September 1792 were members of a radical political organization, the Jacobin (JAK•uh•bihn) Club. One of the most prominent **Jacobins**, as club members were called, was Jean-Paul Marat (mah•RAH). During the Revolution, he edited a newspaper called *L'Ami du Peuple* (Friend of the People). In his fiery editorials, Marat called for

### MAIN IDEA

#### Analyzing Causes

**B** What did the September Massacres show about the mood of the people?



## The Guillotine

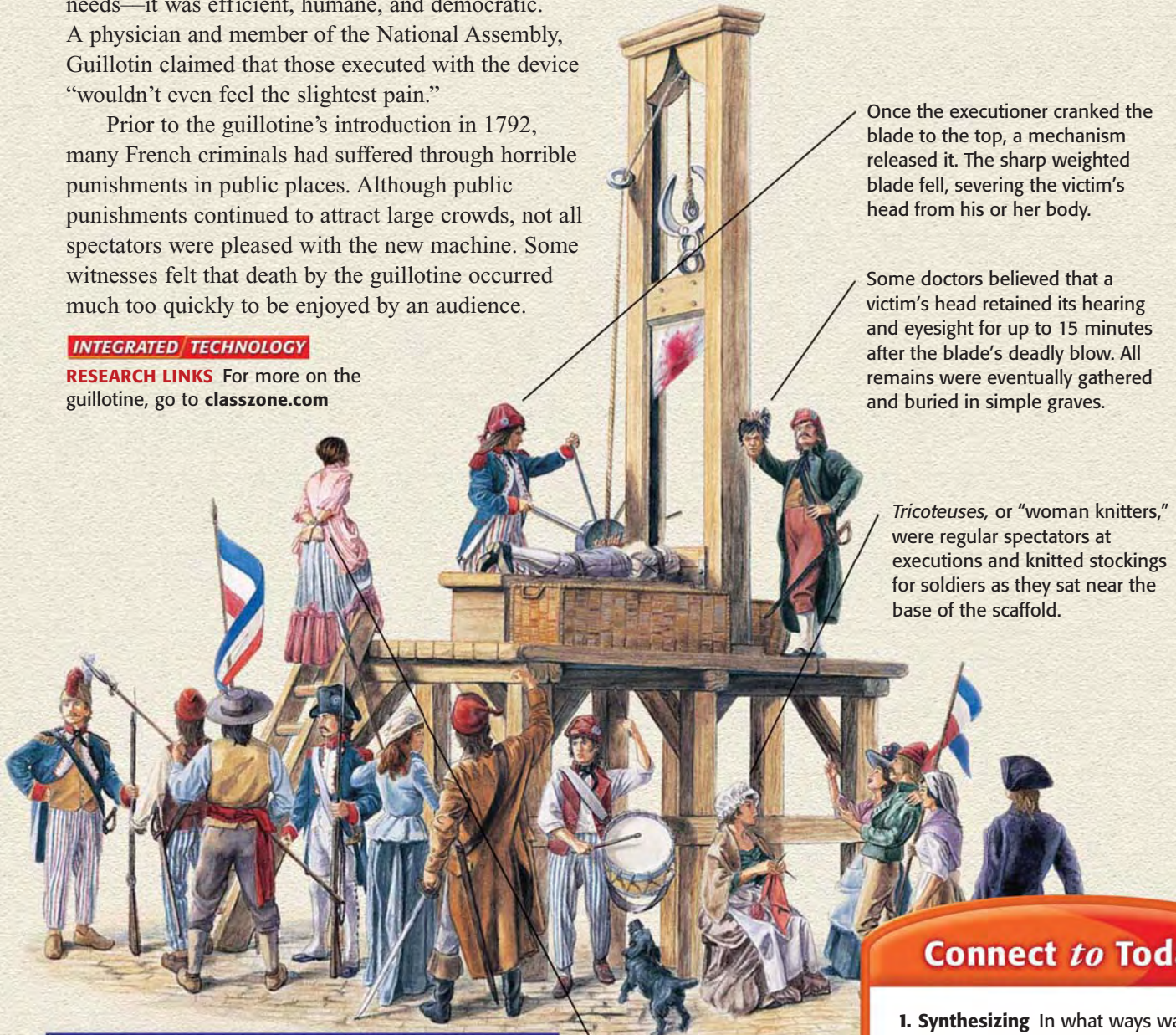
If you think the guillotine was a cruel form of capital punishment, think again. Dr. Joseph Ignace Guillotin proposed a machine that satisfied many needs—it was efficient, humane, and democratic.

A physician and member of the National Assembly, Guillotin claimed that those executed with the device “wouldn’t even feel the slightest pain.”

Prior to the guillotine’s introduction in 1792, many French criminals had suffered through horrible punishments in public places. Although public punishments continued to attract large crowds, not all spectators were pleased with the new machine. Some witnesses felt that death by the guillotine occurred much too quickly to be enjoyed by an audience.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on the guillotine, go to [classzone.com](http://classzone.com)



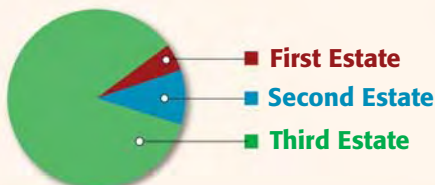
Once the executioner cranked the blade to the top, a mechanism released it. The sharp weighted blade fell, severing the victim’s head from his or her body.

Some doctors believed that a victim’s head retained its hearing and eyesight for up to 15 minutes after the blade’s deadly blow. All remains were eventually gathered and buried in simple graves.

*Tricoteuses*, or “woman knitters,” were regular spectators at executions and knitted stockings for soldiers as they sat near the base of the scaffold.

### Beheading by Class

More than 2,100 people were executed during the last 132 days of the Reign of Terror. The pie graph below displays the breakdown of beheadings by class.



Before each execution, bound victims traveled from the prison to the scaffold in horse-drawn carts during a one and one-half hour procession through city streets.

### Connect to Today

**1. Synthesizing** In what ways was the guillotine an efficient means of execution?

See Skillbuilder Handbook, page R21.

**2. Comparing** France continued to use the guillotine until 1977. Four years later, France abolished capital punishment. Conduct research to identify countries where capital punishment is still used. Use your findings to create a map titled “Countries Using Capital Punishment.”



the death of all those who continued to support the king. Georges Danton (zhawrzahn•TAWN), a lawyer, was among the club's most talented and passionate speakers. He also was known for his devotion to the rights of Paris's poor people.

The National Convention had reduced Louis XVI's role from that of a king to that of a common citizen and prisoner. Now, guided by radical Jacobins, it tried Louis for treason. The Convention found him guilty, and, by a very close vote, sentenced him to death. On January 21, 1793, the former king walked with calm dignity up the steps of the scaffold to be beheaded by a machine called the **guillotine** (GIHL•uh•TEEN). (See the Science & Technology feature on page 659.)

**The War Continues** The National Convention also had to contend with the continuing war with Austria and Prussia. At about the time the Convention took office, the French army won a stunning victory against the Austrians and Prussians at the Battle of Valmy. Early in 1793, however, Great Britain, Holland, and Spain joined Prussia and Austria against France. Forced to contend with so many enemies, the French suffered a string of defeats. To reinforce the French army, Jacobin leaders in the Convention took an extreme step. At their urging, in February 1793 the Convention ordered a draft of 300,000 French citizens between the ages of 18 and 40. By 1794, the army had grown to 800,000 and included women.

## The Terror Grips France

Foreign armies were not the only enemies of the French republic. The Jacobins had thousands of enemies within France itself. These included peasants who were horrified by the king's execution, priests who would not accept government control, and rival leaders who were stirring up rebellion in the provinces. How to contain and control these enemies became a central issue.

**Robespierre Assumes Control** In the early months of 1793, one Jacobin leader, **Maximilien Robespierre** (ROHBZ•peer), slowly gained power. Robespierre and his supporters set out to build a "republic of virtue" by wiping out every trace of France's past. Firm believers in reason, they changed the calendar, dividing the year into 12 months of 30 days and renaming each month. This calendar had no Sundays because the radicals considered religion old-fashioned and dangerous. They even closed all churches in Paris, and cities and towns all over France soon did the same.

In July 1793, Robespierre became leader of the Committee of Public Safety. For the next year, Robespierre governed France virtually as a dictator, and the period of his rule became known as the **Reign of Terror**. The Committee of Public Safety's chief task was to protect the Revolution from its enemies. Under Robespierre's leadership, the committee often had these "enemies" tried in the morning and guillotined in the afternoon. Robespierre justified his use of terror by suggesting that it enabled French citizens to remain true to the ideals of the Revolution. He also saw a connection between virtue and terror:



### PRIMARY SOURCE

The first maxim of our politics ought to be to lead the people by means of reason and the enemies of the people by terror. If the basis of popular government in time of peace is virtue, the basis of popular government in time of revolution is both virtue and terror: virtue without which terror is murderous, terror without which virtue is powerless. Terror is nothing else than swift, severe, indomitable justice; it flows, then, from virtue.

MAXIMILIEN ROBESPIERRE, "On the Morals and Political Principles of Domestic Policy" (1794)

The "enemies of the Revolution" who troubled Robespierre the most were fellow radicals who challenged his leadership. In 1793 and 1794, many of those who had led the Revolution received death sentences. Their only crime was that they were

### MAIN IDEA

#### Analyzing Primary Sources

**C** How did Robespierre justify the use of terror?



considered less radical than Robespierre. By early 1794, even Georges Danton found himself in danger. Danton's friends in the National Convention, afraid to defend him, joined in condemning him. On the scaffold, he told the executioner, "Don't forget to show my head to the people. It's well worth seeing."

The Terror claimed not only the famous, such as Danton and Marie Antoinette, the widowed queen. Thousands of unknown people also were sent to their deaths, often on the flimsiest of charges. For example, an 18-year-old youth was sentenced to die for cutting down a tree that had been planted as a symbol of liberty. Perhaps as many as 40,000 were executed during the Terror. About 85 percent were peasants or members of the urban poor or middle class—for whose benefit the Revolution had been launched.



▲ At his trial, Georges Danton defended himself so skillfully that the authorities eventually denied him the right to speak.

## End of the Terror

In July 1794, fearing for their own safety, some members of the National Convention turned on Robespierre. They demanded his arrest and execution. The Reign of Terror, the radical phase of the French Revolution, ended on July 28, 1794, when Robespierre went to the guillotine.

French public opinion shifted dramatically after Robespierre's death. People of all classes had grown weary of the Terror. They were also tired of the skyrocketing prices for bread, salt, and other necessities of life. In 1795, moderate leaders in the National Convention drafted a new plan of government, the third since 1789. It placed power firmly in the hands of the upper middle class and called for a two-house legislature and an executive body of five men, known as the Directory. These five were moderates, not revolutionary idealists. Some of them were corrupt and made themselves rich at the country's expense. Even so, they gave their troubled country a period of order. They also found the right general to command France's armies—Napoleon Bonaparte.

### SECTION

## 2

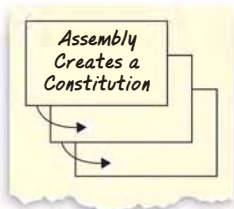
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Legislative Assembly
- émigré
- sans-culotte
- Jacobin
- guillotine
- Maximilien Robespierre
- Reign of Terror

#### USING YOUR NOTES

2. Do you think this chain of events could have been changed in any way? Explain.



#### MAIN IDEAS

3. What major reforms did the National Assembly introduce?
4. What did the divisions in the Legislative Assembly say about the differences in French society?
5. How did the Reign of Terror come to an end?

#### CRITICAL THINKING & WRITING

6. **SYNTHESIZING** How did the slogan "Liberty, Equality, Fraternity" sum up the goals of the Revolution?
7. **COMPARING AND CONTRASTING** What similarities and differences do you see between the political factions in the Legislative Assembly and those in the U.S. government today?
8. **ANALYZING CAUSES** What factors led to Robespierre becoming a dictator?
9. **WRITING ACTIVITY** **REVOLUTION** Working in small teams, write short **biographies** of three revolutionary figures mentioned in this section.

#### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to conduct research on governments that use terrorism against their own people. Prepare an **oral report** on the methods these countries use.

**INTERNET KEYWORD**  
*human rights*

## The French Revolution

Over time, people have expressed a wide variety of opinions about the causes and outcomes of the French Revolution. The following excerpts, dating from the 1790s to 1859, illustrate this diversity of opinion.

### A SECONDARY SOURCE

#### Charles Dickens

In 1859, the English writer Dickens wrote *A Tale of Two Cities*, a novel about the French Revolution for which he did much research. In the following scene, Charles Darnay—an aristocrat who gave up his title because he hated the injustices done to the people—has returned to France and been put on trial.

His judges sat upon the bench in feathered hats; but the rough red cap and tricolored cockade was the headdress otherwise prevailing. Looking at the jury and the turbulent audience, he might have thought that the usual order of things was reversed, and that the felons were trying the honest men. The lowest, cruelest, and worst populace of a city, never without its quantity of low, cruel, and bad, were the directing spirits of the scene. . . .

Charles Evrémonde, called Darnay, was accused by the public prosecutor as an emigrant, whose life was forfeit to the Republic, under the decree which banished all emigrants on pain of Death. It was nothing that the decree bore date since his return to France. There he was, and there was the decree; he had been taken in France, and his head was demanded.

"Take off his head!" cried the audience. "An enemy to the Republic!"

► In this illustration from *A Tale of Two Cities*, Sidney Carton goes to the guillotine in Darnay's place.

### B PRIMARY SOURCE

#### Edmund Burke

Burke, a British politician, was one of the earliest and most severe critics of the French Revolution. In 1790, he expressed this opinion.

[The French have rebelled] against a mild and lawful monarch, with more fury, outrage, and insult, than ever any people has been known to rise against the most illegal usurper, or the most [bloodthirsty] tyrant. . . .

They have found their punishment in their success. Laws overturned; tribunals subverted; . . . the people impoverished; a church pillaged, and . . . civil and military anarchy made the constitution of the kingdom. . . .

Were all these dreadful things necessary?

### C PRIMARY SOURCE

#### Thomas Paine

In 1790, Paine—a strong supporter of the American Revolution—defended the French Revolution against Burke and other critics.

It is no longer the paltry cause of kings or of this or of that individual, that calls France and her armies into action. It is the great cause of all. It is the establishment of a new era, that shall blot despotism from the earth, and fix, on the lasting principles of peace and citizenship, the great Republic of Man.

The scene that now opens itself to France extends far beyond the boundaries of her own dominions. Every nation is becoming her ally, and every court has become her enemy. It is now the cause of all nations, against the cause of all courts.



### Document-Based QUESTIONS

1. In your own words, summarize the attitude toward the French Revolution expressed in each of these excerpts.
2. Why might Edmund Burke (Source B) be so against the French Revolution?
3. In Source C, what is the distinction Thomas Paine is making between nations and courts?





# Napoleon Forges an Empire

## MAIN IDEA

### POWER AND AUTHORITY

Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.

## WHY IT MATTERS NOW

In times of political turmoil, military dictators often seize control of nations.

## TERMS & NAMES

- Napoleon Bonaparte
- coup d'état
- plebiscite
- lycée
- concordat
- Napoleonic Code
- Battle of Trafalgar

**SETTING THE STAGE** Napoleon Bonaparte was quite a short man—just five feet three inches tall. However, he cast a long shadow over the history of modern times. He would come to be recognized as one of the world's greatest military geniuses, along with Alexander the Great of Macedonia, Hannibal of Carthage, and Julius Caesar of Rome. In only four years, from 1795 to 1799, Napoleon rose from a relatively obscure position as an officer in the French army to become master of France.

## Napoleon Seizes Power

**Napoleon Bonaparte** was born in 1769 on the Mediterranean island of Corsica. When he was nine years old, his parents sent him to a military school. In 1785, at the age of 16, he finished school and became a lieutenant in the artillery. When the Revolution broke out, Napoleon joined the army of the new government.

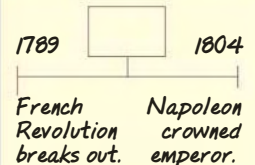
**Hero of the Hour** In October 1795, fate handed the young officer a chance for glory. When royalist rebels marched on the National Convention, a government official told Napoleon to defend the delegates. Napoleon and his gunners greeted the thousands of royalists with a cannonade. Within minutes, the attackers fled in panic and confusion. Napoleon Bonaparte became the hero of the hour and was hailed throughout Paris as the savior of the French republic.

In 1796, the Directory appointed Napoleon to lead a French army against the forces of Austria and the Kingdom of Sardinia. Crossing the Alps, the young general swept into Italy and won a series of remarkable victories. Next, in an attempt to protect French trade interests and to disrupt British trade with India, Napoleon led an expedition to Egypt. But he was unable to repeat the successes he had achieved in Europe. His army was pinned down in Egypt, and the British admiral Horatio Nelson defeated his naval forces. However, Napoleon managed to keep stories about his setbacks out of the newspapers and thereby remained a great hero to the people of France.

**Coup d'État** By 1799, the Directory had lost control of the political situation and the confidence of the French people. When Napoleon returned from Egypt, his friends urged him to seize political power. Napoleon took action in early November 1799. Troops under his command surrounded the national legislature and drove out most of its members. The lawmakers who remained then voted to

## TAKING NOTES

**Following Chronological Order** On a time line, note the events that led to Napoleon's crowning as emperor of France.



## History Makers



**Napoleon Bonaparte**  
1769–1821

Because of his small stature and thick Corsican accent, Napoleon was mocked by his fellow students at military school. Haughty and proud, Napoleon refused to grace his tormentors' behavior with any kind of response. He simply ignored them, preferring to lose himself in his studies. He showed a particular passion for three subjects—classical history, geography, and mathematics.

In 1784, Napoleon was recommended for a career in the army and he transferred to the *Ecole Militaire* (the French equivalent of West Point) in Paris. There, he proved to be a fairly poor soldier, except when it came to artillery. His artillery instructor quickly noticed Napoleon's abilities: "He is most proud, ambitious, aspiring to everything. This young man merits our attention."

dissolve the Directory. In its place, they established a group of three consuls, one of whom was Napoleon. Napoleon quickly took the title of first consul and assumed the powers of a dictator. A sudden seizure of power like Napoleon's is known as a *coup*—from the French phrase **coup d'état** (koo day•TAH), or "blow to the state." **A**

At the time of Napoleon's coup, France was still at war. In 1799, Britain, Austria, and Russia joined forces with one goal in mind, to drive Napoleon from power. Once again, Napoleon rode from Paris at the head of his troops. Eventually, as a result of war and diplomacy, all three nations signed peace agreements with France. By 1802, Europe was at peace for the first time in ten years. Napoleon was free to focus his energies on restoring order in France.

## Napoleon Rules France

At first, Napoleon pretended to be the constitutionally chosen leader of a free republic. In 1800, a **plebiscite** (PLEHB•ih•SYT), or vote of the people, was held to approve a new constitution. Desperate for strong leadership, the people voted overwhelmingly in favor of the constitution. This gave all real power to Napoleon as first consul.

**Restoring Order at Home** Napoleon did not try to return the nation to the days of Louis XVI. Rather, he kept many of the changes that had come with the Revolution. In general, he supported laws that would both strengthen the central government and achieve some of the goals of the Revolution.

His first task was to get the economy on a solid footing. Napoleon set up an efficient method of tax collection and established a national banking system. In addition to ensuring the government a steady supply of tax money, these actions promoted sound financial management and better control of the economy. Napoleon also took steps to end corruption and inefficiency in government. He dismissed

corrupt officials and, in order to provide the government with trained officials, set up **lycées**, or government-run public schools. These lycées were open to male students of all backgrounds. Graduates were appointed to public office on the basis of merit rather than family connections.

One area where Napoleon disregarded changes introduced by the Revolution was religion. Both the clergy and many peasants wanted to restore the position of the Church in France. Responding to their wishes, Napoleon signed a **concordat**, or agreement, with Pope Pius VII. This established a new relationship between church and state. The government recognized the influence of the Church, but rejected Church control in national affairs. The concordat gained Napoleon the support of the organized Church as well as the majority of the French people.

Napoleon thought that his greatest work was his comprehensive system of laws, known as the **Napoleonic Code**. This gave the country a uniform set of laws and eliminated many injustices. However, it actually limited liberty and promoted order and authority over individual rights. For example, freedom of speech and of the press, established during the Revolution, were restricted under the code. The code also restored slavery in the French colonies of the Caribbean.

### MAIN IDEA

#### Analyzing Causes

**A** How was Napoleon able to become a dictator?



## MAIN IDEA

### Analyzing Motives

**B** Why do you think Napoleon crowned himself emperor?

**Napoleon Crowned as Emperor** In 1804, Napoleon decided to make himself emperor, and the French voters supported him. On December 2, 1804, dressed in a splendid robe of purple velvet, Napoleon walked down the long aisle of Notre Dame Cathedral in Paris. The pope waited for him with a glittering crown. As thousands watched, the new emperor took the crown from the pope and placed it on his own head. With this gesture, Napoleon signaled that he was more powerful than the Church, which had traditionally crowned the rulers of France. **B**

## Napoleon Creates an Empire

Napoleon was not content simply to be master of France. He wanted to control the rest of Europe and to reassert French power in the Americas. He envisioned his western empire including Louisiana, Florida, French Guiana, and the French West Indies. He knew that the key to this area was the sugar-producing colony of Saint Domingue (now called Haiti) on the island of Hispaniola.

**Loss of American Territories** In 1789, when the ideas of the Revolution reached the planters in Saint Domingue, they demanded that the National Assembly give them the same privileges as the people of France. Eventually, enslaved Africans in the colony demanded their rights too—in other words, their freedom. A civil war erupted, and enslaved Africans under the leadership of Toussaint L'Ouverture seized control of the colony. In 1801, Napoleon decided to take back the colony and restore its productive sugar industry. However, the French forces were devastated by disease. And the rebels proved to be fierce fighters.

After the failure of the expedition to Saint Domingue, Napoleon decided to cut his losses in the Americas. He offered to sell all of the Louisiana Territory to the United States, and in 1803 President Jefferson's administration agreed to purchase the land for \$15 million. Napoleon saw a twofold benefit to the sale. First, he would gain money to finance operations in Europe. Second, he would punish the British. "The sale assures forever the power of the United States," he observed, "and I have given England a rival who, sooner or later, will humble her pride." **C**

**Conquering Europe** Having abandoned his imperial ambitions in the New World, Napoleon turned his attention to Europe. He had already annexed the Austrian Netherlands and parts of Italy to France and set up a puppet government in Switzerland. Now he looked to expand his influence further. Fearful of his ambitions, the British persuaded Russia, Austria, and Sweden to join them against France.

Napoleon met this challenge with his usual boldness. In a series of brilliant battles, he crushed the opposition. (See the map on page 666.) The commanders of the enemy armies could never predict his next move and often took heavy losses. After the Battle of Austerlitz in 1805, Napoleon issued a proclamation expressing his pride in his troops:

### PRIMARY SOURCE

Soldiers! I am pleased with you. On the day of Austerlitz, you justified everything that I was expecting of [you]. . . . In less than four hours, an army of 100,000 men, commanded by the emperors of Russia and Austria, was cut up and dispersed. . . . 120 pieces of artillery, 20 generals, and more than 30,000 men taken prisoner—such are the results of this day which will forever be famous. . . . And it will be enough for you to say, "I was at Austerlitz," to hear the reply: "There is a brave man!"

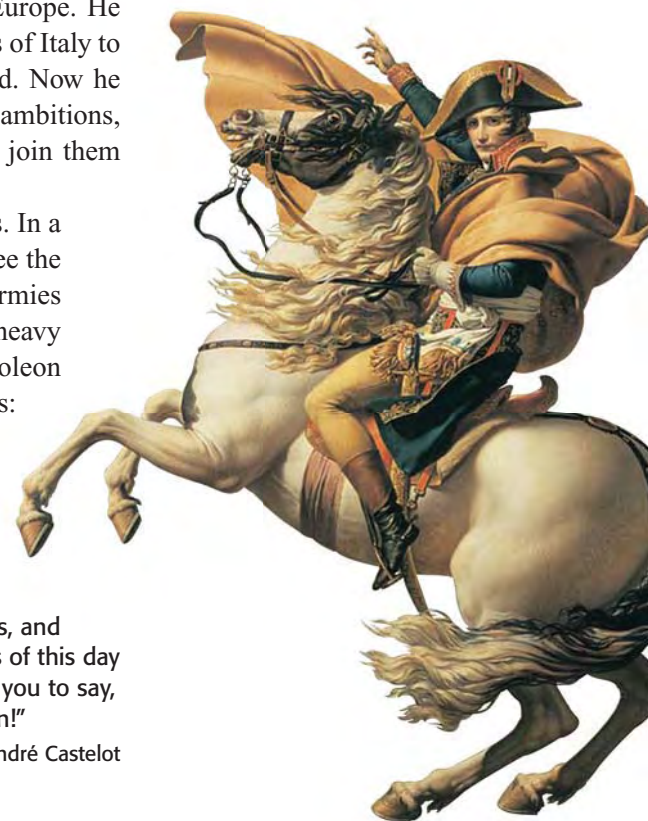
**NAPOLÉON**, quoted in *Napoleon* by André Castelot

## MAIN IDEA

### Recognizing Effects

**C** What effects did Napoleon intend the sale of Louisiana to have on France? on the United States? on Britain?

▼ This painting by Jacques Louis David shows Napoleon in a heroic pose.







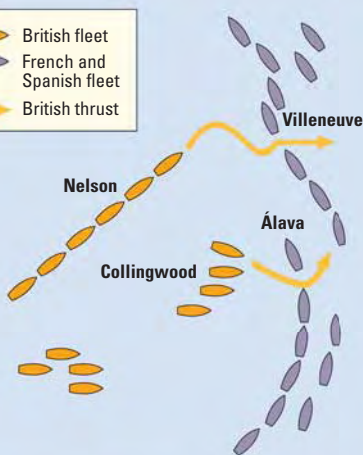
## War in Europe, 1805–1813

INTERACTIVE



### Battle of Trafalgar, Oct. 21, 1805

- British fleet
- French and Spanish fleet
- British thrust



By dividing Villeneuve's formation, Admiral Nelson captured nearly two-thirds of the enemy fleet.

### Battle of Austerlitz, Dec. 2, 1805

- French forces
- Allied Russian, Prussian, and Austrian forces
- French thrust
- Allied thrust



By drawing an Allied attack on his right flank, Napoleon was able to split the Allied line at its center.

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What was the extent of the lands under Napoleon's control?
- Location** Where was the Battle of Trafalgar fought? What tactic did Nelson use in the battle, and why was it successful?



In time, Napoleon's battlefield successes forced the rulers of Austria, Prussia, and Russia to sign peace treaties. These successes also enabled him to build the largest European empire since that of the Romans. France's only major enemy left undefeated was the great naval power, Britain.

**The Battle of Trafalgar** In his drive for a European empire, Napoleon lost only one major battle, the **Battle of Trafalgar** (truh•FAL•guhr). This naval defeat, however, was more important than all of his victories on land. The battle took place in 1805 off the southwest coast of Spain. The British commander, Horatio Nelson, was as brilliant in warfare at sea as Napoleon was in warfare on land. In a bold maneuver, he split the larger French fleet, capturing many ships. (See the map inset on the opposite page.)

The destruction of the French fleet had two major results. First, it ensured the supremacy of the British navy for the next 100 years. Second, it forced Napoleon to give up his plans of invading Britain. He had to look for another way to control his powerful enemy across the English Channel. Eventually, Napoleon's extravagant efforts to crush Britain would lead to his own undoing.

**The French Empire** During the first decade of the 1800s, Napoleon's victories had given him mastery over most of Europe. By 1812, the only areas of Europe free from Napoleon's control were Britain, Portugal, Sweden, and the Ottoman Empire. In addition to the lands of the French Empire, Napoleon also controlled numerous supposedly independent countries. (See the map on the opposite page.) These included Spain, the Grand Duchy of Warsaw, and a number of German kingdoms in Central Europe. The rulers of these countries were Napoleon's puppets; some, in fact, were members of his family. Furthermore, the powerful countries of Russia, Prussia, and Austria were loosely attached to Napoleon's empire through alliances. Although not totally under Napoleon's control, they were easily manipulated by threats of military action. **D**

The French Empire was huge but unstable. Napoleon was able to maintain it at its greatest extent for only five years—from 1807 to 1812. Then it quickly fell to pieces. Its sudden collapse was caused in part by Napoleon's actions.

#### MAIN IDEA

#### Drawing Conclusions

**D** By 1805, how successful had Napoleon been in his efforts to build an empire?

### SECTION

## 3

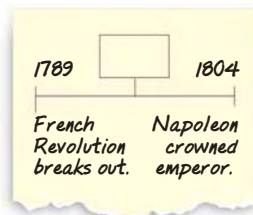
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Napoleon Bonaparte
- coup d'état
- plebiscite
- lycée
- concordat
- Napoleonic Code
- Battle of Trafalgar

#### USING YOUR NOTES

2. Which of these events do you think had the greatest impact on Napoleon's rise to power?





# Napoleon's Empire Collapses

## MAIN IDEA

### POWER AND AUTHORITY

Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall.

## WHY IT MATTERS NOW

In the 1990s, nationalistic feelings contributed to the breakup of nations such as Yugoslavia.

## TERMS & NAMES

- blockade
- Continental System
- guerrilla
- Peninsular War
- scorched-earth policy
- Waterloo
- Hundred Days

**SETTING THE STAGE** Napoleon worried about what would happen to his vast empire after his death. He feared it would fall apart unless he had an heir whose right to succeed him was undisputed. His wife, Josephine, had failed to bear him a child. He, therefore, divorced her and formed an alliance with the Austrian royal family by marrying Marie Louise, the grandniece of Marie Antoinette. In 1811, Marie Louise gave birth to a son, Napoleon II, whom Napoleon named king of Rome.

## TAKING NOTES

### Recognizing Effects

Use a chart to identify Napoleon's three mistakes and the impact they had on the French Empire.

Napoleon's Mistakes	Effect on Empire

## Napoleon's Costly Mistakes

Napoleon's own personality proved to be the greatest danger to the future of his empire. His desire for power had raised him to great heights, and the same love of power led him to his doom. In his efforts to extend the French Empire and crush Great Britain, Napoleon made three disastrous mistakes.

**The Continental System** In November 1806, Napoleon set up a **blockade**—a forcible closing of ports—to prevent all trade and communication between Great Britain and other European nations. Napoleon called this policy the **Continental System** because it was supposed to make continental Europe more self-sufficient. Napoleon also intended it to destroy Great Britain's commercial and industrial economy.

Napoleon's blockade, however, was not nearly tight enough. Aided by the British, smugglers managed to bring cargo from Britain into Europe. At times, Napoleon's allies also disregarded the blockade. Even members of Napoleon's family defied the policy, including his brother, Louis, whom he had made king of Holland. While the blockade weakened British trade, it did not destroy it. In addition, Britain responded with its own blockade. And because the British had a stronger navy, they were better able than the French to make the blockade work.

To enforce the blockade, the British navy stopped neutral ships bound for the continent and forced them to sail to a British port to be searched and taxed. American ships were among those stopped by the British navy. Angered, the U.S.

▼ "Little Johnny Bull"—Great Britain—waves a sword at Napoleon as the emperor straddles the globe.





Congress declared war on Britain in 1812. Even though the War of 1812 lasted two years, it was only a minor inconvenience to Britain in its struggle with Napoleon.

**The Peninsular War** In 1808, Napoleon made a second costly mistake. In an effort to get Portugal to accept the Continental System, he sent an invasion force through Spain. The Spanish people protested this action. In response, Napoleon removed the Spanish king and put his own brother, Joseph, on the throne. This outraged the Spanish people and inflamed their nationalistic feelings. The Spanish, who were devoutly Catholic, also worried that Napoleon would attack the Church. They had seen how the French Revolution had weakened the Catholic Church in France, and they feared that the same thing would happen to the Church in Spain.

For six years, bands of Spanish peasant fighters, known as **guerrillas**, struck at French armies in Spain. The guerrillas were not an army that Napoleon could defeat in open battle. Rather, they worked in small groups that ambushed French troops and then fled into hiding. The British added to the French troubles by sending troops to aid the Spanish. Napoleon lost about 300,000 men during this **Peninsular War**—so called because Spain lies on the Iberian Peninsula. These losses weakened the French Empire.

In Spain and elsewhere, nationalism, or loyalty to one's own country, was becoming a powerful weapon against Napoleon. People who had at first welcomed the French as their liberators now felt abused by a foreign conqueror. Like the Spanish guerrillas, Germans and Italians and other conquered peoples turned against the French. **A**

**The Invasion of Russia** Napoleon's most disastrous mistake of all came in 1812. Even though Alexander I had become Napoleon's ally, the Russian czar refused to stop selling grain to Britain. In addition, the French and Russian rulers suspected each other of having competing designs on Poland. Because of this breakdown in their alliance, Napoleon decided to invade Russia.

In June 1812, Napoleon and his Grand Army of more than 420,000 soldiers marched into Russia. As Napoleon advanced, Alexander pulled back his troops, refusing to be lured into an unequal battle. On this retreat, the Russians practiced a **scorched-earth policy**. This involved burning grain fields and slaughtering livestock so as to leave nothing for the enemy to eat.

▼ Francisco Goya's painting *The Third of May, 1808* shows a French firing squad executing Spanish peasants suspected of being guerrillas.

#### MAIN IDEA

#### Recognizing Effects

**A** How could the growing feelings of nationalism in European countries hurt Napoleon?





On September 7, 1812, the two armies finally clashed in the Battle of Borodino. (See the map on this page.) After several hours of indecisive fighting, the Russians fell back, allowing Napoleon to move on Moscow. When Napoleon entered Moscow seven days later, the city was in flames. Rather than surrender Russia's "holy city" to the French, Alexander had destroyed it. Napoleon stayed in the ruined city until the middle of October, when he decided to turn back toward France.

As the snows—and the temperature—began to fall in early November, Russian raiders mercilessly attacked Napoleon's ragged, retreating army. Many soldiers were killed in these clashes or died of their wounds. Still more dropped in their tracks from exhaustion, hunger, and cold. Finally, in the middle of December, the last survivors straggled out of Russia. The retreat from Moscow had devastated the Grand Army—only 10,000 soldiers were left to fight.

## Napoleon's Downfall

Napoleon's enemies were quick to take advantage of his weakness. Britain, Russia, Prussia, and Sweden joined forces against him. Austria also declared war on Napoleon, despite his marriage to Marie Louise. All of the main powers of Europe were now at war with France.

**Napoleon Suffers Defeat** In only a few months, Napoleon managed to raise another army. However, most of his troops were untrained and ill prepared for battle. He faced the allied armies of the European powers outside the German city of Leipzig (LYP•sihg) in October 1813. The allied forces easily defeated his inexperienced army and French resistance crumbled quickly. By January of 1814, the allied armies were pushing steadily toward Paris. Some two months later, King



Frederick William III of Prussia and Czar Alexander I of Russia led their troops in a triumphant parade through the French capital.

Napoleon wanted to fight on, but his generals refused. In April 1814, he accepted the terms of surrender and gave up his throne. The victors gave Napoleon a small pension and exiled, or banished, him to Elba, a tiny island off the Italian coast. The allies expected no further trouble from Napoleon, but they were wrong.

**The Hundred Days** Louis XVI's brother assumed the throne as Louis XVIII. (The executed king's son, Louis XVII, had died in prison in 1795.) However, the new king quickly became unpopular among his subjects, especially the peasants. They suspected him of wanting to undo the Revolution's land reforms.

The news of Louis's troubles was all the incentive Napoleon needed to try to regain power. He escaped from Elba and, on March 1, 1815, landed in France. Joyous crowds welcomed him on the march to Paris. And thousands of volunteers swelled the ranks of his army. Within days, Napoleon was again emperor of France. **B**

In response, the European allies quickly marshaled their armies. The British army, led by the Duke of Wellington, prepared for battle near the village of **Waterloo** in Belgium. On June 18, 1815, Napoleon attacked. The British army defended its ground all day. Late in the afternoon, the Prussian army arrived. Together, the British and the Prussian forces attacked the French. Two days later, Napoleon's exhausted troops gave way, and the British and Prussian forces chased them from the field.

This defeat ended Napoleon's last bid for power, called the **Hundred Days**. Taking no chances this time, the British shipped Napoleon to St. Helena, a remote island in the South Atlantic. There, he lived in lonely exile for six years, writing his memoirs. He died in 1821 of a stomach ailment, perhaps cancer.

Without doubt, Napoleon was a military genius and a brilliant administrator. Yet all his victories and other achievements must be measured against the millions of lives that were lost in his wars. The French writer Alexis de Tocqueville summed up Napoleon's character by saying, "He was as great as a man can be without virtue." Napoleon's defeat opened the door for the freed European countries to establish a new order.



▲ British soldiers who fought at the battle of Waterloo received this medal.

#### MAIN IDEA

#### Analyzing Motives

**B** Why do you think the French people welcomed back Napoleon so eagerly?

## SECTION

## 4

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- blockade
- Continental System
- guerrilla
- Peninsular War
- scorched-earth policy
- Waterloo
- Hundred Days

### USING YOUR NOTES

2. Which of Napoleon's mistakes was the most serious? Why?

Napoleon's Mistakes	Effect on Empire

### MAIN IDEAS

3. How did Great Britain combat Napoleon's naval blockade?
4. Why did Napoleon have trouble fighting the enemy forces in the Peninsular War?
5. Why was Napoleon's delay of the retreat from Moscow such a great blunder?

### CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why did people in other European countries resist Napoleon's efforts to build an empire?
7. **EVALUATING COURSES OF ACTION** Napoleon had no choice but to invade Russia. Do you agree with this statement? Why or why not?
8. **FORMING AND SUPPORTING OPINIONS** Do you think that Napoleon was a great leader? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** In the role of a volunteer in Napoleon's army during the Hundred Days, write a **letter** to a friend explaining why you are willing to fight for the emperor.

### CONNECT TO TODAY CREATING A MAP

Conduct research on how nationalist feelings affect world affairs today. Create a **map** showing the areas of the world where nationalist movements are active. Annotate the map with explanations of the situation in each area.



# The Congress of Vienna

## MAIN IDEA

**POWER AND AUTHORITY** After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.

## WHY IT MATTERS NOW

International bodies such as the United Nations play an active role in trying to maintain world peace and stability today.

## TERMS & NAMES

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

**SETTING THE STAGE** European heads of government were looking to establish long-lasting peace and stability on the continent after the defeat of Napoleon. They had a goal of the new European order—one of collective security and stability for the entire continent. A series of meetings in Vienna, known as the [Congress of Vienna](#), were called to set up policies to achieve this goal. Originally, the Congress of Vienna was scheduled to last for four weeks. Instead, it went on for eight months.

## TAKING NOTES

### Recognizing Effects

Use a chart to show how the three goals of Metternich's plan at the Congress of Vienna solved a political problem.

### Metternich's Plan

Problem	Solution

## Metternich's Plan for Europe

Most of the decisions made in Vienna during the winter of 1814–1815 were made in secret among representatives of the five “great powers”—Russia, Prussia, Austria, Great Britain, and France. By far the most influential of these representatives was the foreign minister of Austria, Prince [Klemens von Metternich](#) (MEHT•uhr•nihk).

Metternich distrusted the democratic ideals of the French Revolution. Like most other European aristocrats, he felt that Napoleon's behavior had been a natural outcome of experiments with democracy. Metternich wanted to keep things as they were and remarked, “The first and greatest concern for the immense majority of every nation is the stability of laws—never their change.” Metternich had three goals at the Congress of Vienna. First, he wanted to prevent future French aggression by surrounding France with strong countries. Second, he wanted to restore a [balance of power](#), so that no country would be a threat to others. Third, he wanted to restore Europe's royal families to the thrones they had held before Napoleon's conquests.

**The Containment of France** The Congress took the following steps to make the weak countries around France stronger:

- The former Austrian Netherlands and Dutch Republic were united to form the Kingdom of the Netherlands.
- A group of 39 German states were loosely joined as the newly created German Confederation, dominated by Austria.
- Switzerland was recognized as an independent nation.
- The Kingdom of Sardinia in Italy was strengthened by the addition of Genoa.





These changes enabled the countries of Europe to contain France and prevent it from overpowering weaker nations. (See the map on page 674.)

▲ Delegates at the Congress of Vienna study a map of Europe.

**Balance of Power** Although the leaders of Europe wanted to weaken France, they did not want to leave it powerless. If they severely punished France, they might encourage the French to take revenge. If they broke up France, then another country might become so strong that it would threaten them all. Thus, the victorious powers did not exact a great price from the defeated nation. As a result, France remained a major but diminished European power. Also, no country in Europe could easily overpower another.

**Legitimacy** The great powers affirmed the principle of **legitimacy**—agreeing that as many as possible of the rulers whom Napoleon had driven from their thrones be restored to power. The ruling families of France, Spain, and several states in Italy and Central Europe regained their thrones. The participants in the Congress of Vienna believed that the return of the former monarchs would stabilize political relations among the nations.

The Congress of Vienna was a political triumph in many ways. For the first time, the nations of an entire continent had cooperated to control political affairs. The settlements they agreed upon were fair enough that no country was left bearing a grudge. Therefore, the Congress did not sow the seeds of future wars. In that sense, it was more successful than many other peace meetings in history.

By agreeing to come to one another's aid in case of threats to peace, the European nations had temporarily ensured that there would be a balance of power on the continent. The Congress of Vienna, then, created a time of peace in Europe. It was a lasting peace. None of the five great powers waged war on one another for nearly 40 years, when Britain and France fought Russia in the Crimean War. **A**

#### MAIN IDEA

#### Drawing Conclusions

**A** In what ways was the Congress of Vienna a success?

## Political Changes Beyond Vienna

The Congress of Vienna was a victory for conservatives. Kings and princes resumed power in country after country, in keeping with Metternich's goals. Nevertheless, there were important differences from one country to another. Britain and France now had constitutional monarchies. Generally speaking, however, the governments in Eastern and Central Europe were more conservative. The rulers of Russia, Prussia, and Austria were absolute monarchs.





### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What parts of Napoleon's French Empire did France lose as a result of the Congress of Vienna?
- Region** In what sense did the territorial changes of 1815 reflect a restoration of order and balance?

**Conservative Europe** The rulers of Europe were very nervous about the legacy of the French Revolution. They worried that the ideals of liberty, equality, and fraternity might encourage revolutions elsewhere. Late in 1815, Czar Alexander I, Emperor Francis I of Austria, and King Frederick William III of Prussia signed an agreement called the **Holy Alliance**. In it, they pledged to base their relations with other nations on Christian principles in order to combat the forces of revolution. Finally, a series of alliances devised by Metternich, called the **Concert of Europe**, ensured that nations would help one another if any revolutions broke out.

Across Europe, conservatives held firm control of the governments, but they could not contain the ideas that had emerged during the French Revolution. France after 1815 was deeply divided politically. Conservatives were happy with the monarchy of Louis XVIII and were determined to make it last. Liberals, however, wanted the king to share more power with the legislature. And many people in the lower classes remained committed to the ideals of liberty, equality, and fraternity. Similarly, in other countries there was an explosive mixture of ideas and factions that would contribute directly to revolutions in 1830 and 1848. **B**

Despite their efforts to undo the French Revolution, the leaders at the Congress of Vienna could not turn back the clock. The Revolution had given Europe its first experiment in democratic government. Although the experiment had failed, it had set new political ideas in motion. The major political upheavals of the early 1800s had their roots in the French Revolution.

**Revolution in Latin America** The actions of the Congress of Vienna had consequences far beyond events in Europe. When Napoleon deposed the king of Spain during the Peninsular War, liberal Creoles (colonists born in Spanish America)

### MAIN IDEA

#### Making Inferences

**B** What seeds of democracy had been sown by the French Revolution?



seized control of many colonies in the Americas. When the Congress of Vienna restored the king to the Spanish throne, royalist *peninsulares* (colonists born in Spain) tried to regain control of these colonial governments. The Creoles, however, attempted to retain and expand their power. In response, the Spanish king took steps to tighten control over the American colonies.

This action angered the Mexicans, who rose in revolt and successfully threw off Spain's control. Other Spanish colonies in Latin America also claimed independence. At about the same time, Brazil declared independence from Portugal. (See Chapter 24.)

**Long-Term Legacy** The Congress of Vienna left a legacy that would influence world politics for the next 100 years. The continent-wide efforts to establish and maintain a balance of power diminished the size and the power of France. At the same time, the power of Britain and Prussia increased.

Nationalism began to spread in Italy, Germany, Greece, and to other areas that the Congress had put under foreign control. Eventually, the nationalistic feelings would explode into revolutions, and new nations would be formed. European colonies also responded to the power shift. Spanish colonies took advantage of the events in Europe to declare their independence and break away from Spain.

At the same time, ideas about the basis of power and authority had changed permanently as a result of the French Revolution. More and more, people saw democracy as the best way to ensure equality and justice for all. The French Revolution, then, changed the social attitudes and assumptions that had dominated Europe for centuries. A new era had begun.

#### MAIN IDEA

#### Recognizing Effects

**C** How did the French Revolution affect not only Europe but also other areas of the world?

## Connect to Today

### Congress of Vienna and the United Nations

The Congress of Vienna and the Concert of Europe tried to keep the world safe from war. The modern equivalent of these agreements is the United Nations (UN), an international organization established in 1945 and continuing today, whose purpose is to promote world peace.

Like the Congress of Vienna, the United Nations was formed by major powers after a war—World War II. These powers agreed to cooperate to reduce tensions and bring greater harmony to international relations. Throughout its history, the United Nations has used diplomacy as its chief method of keeping the peace.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a graphic organizer to show the major agencies and functions of the United Nations. Go to [classzone.com](http://classzone.com) for your research.

## SECTION

# 5

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

### USING YOUR NOTES

2. What was the overall effect of Metternich's plan on France?

Metternich's Plan	
Problem	Solution

### MAIN IDEAS

3. What were the three points of Metternich's plan for Europe?
4. Why was the Congress of Vienna considered a success?
5. What was the long-term legacy of the Congress of Vienna?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** From France's point of view, do you think the Congress of Vienna's decisions were fair?
7. **ANALYZING ISSUES** Why did liberals and conservatives differ over who should have power?
8. **MAKING INFERENCES** What do you think is meant by the statement that the French Revolution let the "genie out of the bottle"?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** In the role of a newspaper editor in the early 1800s, write an **editorial**—pro or con—on the Congress of Vienna and its impact on politics in Europe.

### CONNECT TO TODAY CREATING A SCRAPBOOK

Work in pairs to locate recent articles in newspapers and magazines on the peacekeeping efforts of the UN. Photocopy or clip the articles and use them to create a **scrapbook** titled "The UN as Peacekeeper."

# Chapter 23 Assessment

## VISUAL SUMMARY

### The French Revolution and Napoleon

#### Long-Term Causes

- Social and economic injustices of the Old Regime
- Enlightenment ideas—liberty and equality
- Example furnished by the American Revolution

#### Immediate Causes

- Economic crisis—famine and government debt
- Weak leadership
- Discontent of the Third Estate

#### Revolution



- Fall of the Bastille
- National Assembly
- Declaration of the Rights of Man and of the Citizen and a new constitution

#### Immediate Effects

- End of the Old Regime
- Execution of monarch
- War with other European nations
- Reign of Terror
- Rise of Napoleon

#### Long-Term Effects

- Conservative reaction
- Decline in French power
- Spread of Enlightenment ideas
- Growth of nationalism
- Revolutions in Latin America

## TERMS & NAMES

For each term or name below, briefly explain its connection to the French Revolution or the rise and fall of Napoleon.

1. estate
2. Great Fear
3. guillotine
4. Maximilien Robespierre
5. coup d'état
6. Napoleonic Code
7. Waterloo
8. Congress of Vienna

## MAIN IDEAS

### The French Revolution Begins Section 1 (pages 651–655)

9. Why were the members of the Third Estate dissatisfied with their way of life under the Old Regime?
10. Why was the fall of the Bastille important to the French people?

### Revolution Brings Reform and Terror Section 2 (pages 656–662)

11. What political reforms resulted from the French Revolution?
12. What was the Reign of Terror, and how did it end?

### Napoleon Forges an Empire Section 3 (pages 663–667)

13. What reforms did Napoleon introduce?
14. What steps did Napoleon take to create an empire in Europe?

### Napoleon's Empire Collapses Section 4 (pages 668–671)

15. What factors led to Napoleon's defeat in Russia?
16. Why were the European allies able to defeat Napoleon in 1814 and again in 1815?

### The Congress of Vienna Section 5 (pages 672–675)

17. What were Metternich's three goals at the Congress of Vienna?
18. How did the Congress of Vienna ensure peace in Europe?

## CRITICAL THINKING

### 1. USING YOUR NOTES

Copy the chart of dates and events in Napoleon's career into your notebook.

For each event, draw an arrow up or down to show

whether Napoleon gained or lost power because of the event.

Defense of National Convention	Coup	Emperor	Winning battles	Trafalgar	Large empire	Russia	Elba	Waterloo
1795	1799	1804	1805	1805	1810	1812	1814	1815

### 2. COMPARING AND CONTRASTING

**ECONOMICS** How were the economic conditions in France and the American colonies before their revolutions similar? How were they different?

### 3. ANALYZING ISSUES

**REVOLUTION** There is a saying: "Revolutions devour their own children." What evidence from this chapter supports that statement?

### 4. RECOGNIZING EFFECTS

**POWER AND AUTHORITY** How did the Congress of Vienna affect power and authority in European countries after Napoleon's defeat? Consider who held power in the countries and the power of the countries themselves.



## STANDARDS-BASED ASSESSMENT

Use the excerpt—from the South American liberator Simón Bolívar, whose country considered giving refuge to Napoleon after Waterloo—and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

If South America is struck by the thunderbolt of Bonaparte's arrival, misfortune will ever be ours if our country accords him a friendly reception. His thirst for conquest is insatiable [cannot be satisfied]; he has mowed down the flower of European youth . . . in order to carry out his ambitious projects. The same designs will bring him to the New World.

**SIMÓN BOLÍVAR**

1. In Bolívar's opinion, if his country gave Napoleon a friendly reception it would
  - A. be beset by misfortune.
  - B. become a great power in South America.
  - C. become a part of the French Empire.
  - D. be attacked by the United States.
2. Which of the following gives Bolívar's view of Napoleon?
  - A. His desire for power cannot be satisfied.
  - B. He is not ambitious.
  - C. He cares for the lives of others.
  - D. He does not want to come to the New World.

Use the map, which shows Great Britain and the French Empire in 1810, and your knowledge of world history to answer question 3.



3. What geographical barrier helped to protect Britain from an invasion by Napoleon?
  - A. Mediterranean Sea
  - B. English Channel
  - C. Alps
  - D. Pyrenees

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 650, you considered how to bring about change in the French government in the late 1700s. Now that you have read the chapter, reevaluate your thoughts on how to change an unjust government. Was violent revolution justified? effective? Would you have advised different actions? Discuss your opinions with a small group.

### 2. WRITING ABOUT HISTORY

Imagine that you lived in Paris throughout the French Revolution. Write **journal entries** on several of the major events of the Revolution. Include the following events:

- the storming of the Bastille
- the women's march on Versailles
- the trial of Louis XVI
- the Reign of Terror
- the rise of Napoleon

### INTEGRATED TECHNOLOGY

#### NetExplorations: The French Revolution

Go to *NetExplorations* at [classzone.com](http://classzone.com) to learn more about the French Revolution. Then plan a virtual field trip to sites in France related to the revolution. Be sure to include sites outside Paris. Begin your research by exploring the Web sites recommended at *NetExplorations*. Include the following in your field trip plan:

- a one-paragraph description of each site and the events that happened there
- specific buildings, statues, or other items to view at each site
- documents and other readings to help visitors prepare for each stop on the field trip
- topics to discuss at each site
- a list of Web sites used to create your virtual field trip

# CHAPTER 24

## Nationalist Revolutions Sweep the West, 1789–1900

### Previewing Main Ideas

**REVOLUTION** Inspired by Enlightenment ideas, the people of Latin America rebelled against European rule in the early 19th century. Rebels in Europe responded to nationalistic calls for independence.

**Geography** Study the time line. What were the first two countries in Latin America and the Caribbean to work toward independence?

**POWER AND AUTHORITY** Challenges by nationalist groups created unrest in Europe. Strong leaders united Italian lands and German-speaking lands.

**Geography** Based on the map, in which area of Europe did the greatest number of revolts occur?

**CULTURAL INTERACTION** Artists and intellectuals created new schools of thought. Romanticism and realism changed the way the world was viewed.

**Geography** Which event shown on the time line involves a realistic way to view the world?

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



**VIDEO** Patterns of Interaction:  
Revolutions in Latin America  
and South Africa



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

LATIN AMERICA  
AND EUROPE

WORLD

1800

1804

Haiti wins  
freedom from  
France.

1810

Padre Hidalgo  
calls for Mexican  
independence. ▶



1825

1804

Napoleon  
crowned  
Emperor. ▶



1815

Napoleon defeated  
and exiled.

1837

Louis Daguerre  
perfects a method  
for photography.





## Revolutions, 1848



**1848**  
Revolts shake Europe.

**1861**  
Russia frees serfs.

**1870**  
Italy unites.

**1871**  
Wilhelm I crowned Kaiser of united Germany. ▶



**1850**



**1863**  
◀ Lincoln's Emancipation Proclamation frees enslaved persons in Confederate states.

**1875**

**1869**  
Suez Canal completed.

**1900**

**1884-1885**  
Berlin Conference divides Africa among European nations.



## What symbolizes your country's values?

You are an artist in a nation that has just freed itself from foreign rule. The new government is asking you to design a symbol that will show what your country stands for. It's up to you to design the symbol that best suits the spirit and values of your people. Look at the symbols below. Will your symbol be peaceful or warlike, dignified or joyful? Or will it be a combination of these and other qualities?



### Botswana

Industry and livestock are connected by water, the key to the country's prosperity. *Pula* in the Setswana language means "rain." But to a Setswana speaker, it is also a common greeting meaning luck, life, and prosperity.

### Austria

The eagle was the symbol of the old Austrian Empire. The shield goes back to medieval times. The hammer and sickle symbolize agriculture and industry. The broken chains celebrate Austria's liberation from Germany at the end of World War II.



### United States

The 13 original colonies are symbolized in the stars, stripes, leaves, and arrows. The Latin phrase *E pluribus unum* means "Out of many, one," expressing unity of the states. The American bald eagle holds an olive branch and arrows to symbolize a desire for peace but a readiness for war.

### EXAMINING *the* ISSUES

- What values and goals of your new country do you want to show?
- Will your symbols represent your country's past or future?

As a class, discuss these questions. During the discussion, think of the role played by symbols in expressing a country's view of itself and the world. As you read about the rise of new nations in Latin America and Europe, think of how artists encourage national pride.



# Latin American Peoples Win Independence

## MAIN IDEA

**REVOLUTION** Spurred by discontent and Enlightenment ideas, peoples in Latin America fought colonial rule.

## WHY IT MATTERS NOW

Sixteen of today's Latin American nations gained their independence at this time.

## TERMS & NAMES

- *peninsulare*
- creole
- mulatto
- Simón Bolívar
- José de San Martín
- Miguel Hidalgo
- José María Morelos

**SETTING THE STAGE** The successful American Revolution, the French Revolution, and the Enlightenment changed ideas about who should control government. Ideas of liberty, equality, and democratic rule found their way across the seas to European colonies. In Latin America, most of the population resented the domination of European colonial powers. The time seemed right for the people who lived there to sweep away old colonial masters and gain control of the land.

## Colonial Society Divided

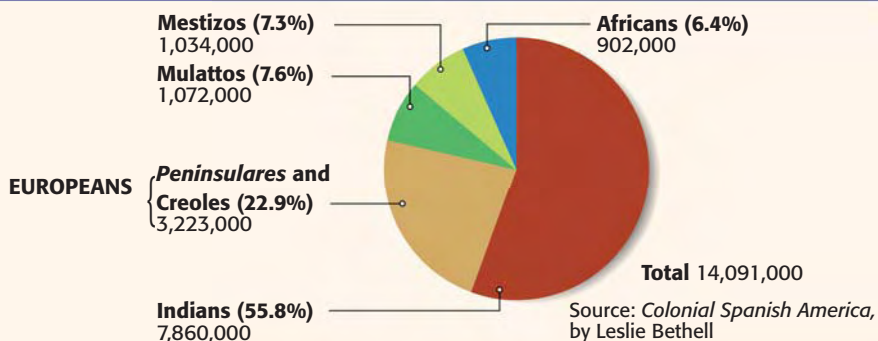
In Latin American colonial society, class dictated people's place in society and jobs. At the top of Spanish-American society were the *peninsulares* (peh•neen•soo•LAH•rehns), people who had been born in Spain, which is on the Iberian peninsula. They formed a tiny percentage of the population. Only *peninsulares* could hold high office in Spanish colonial government. *Creoles*, Spaniards born in Latin America, were below the *peninsulares* in rank. Creoles could not hold high-level political office, but they could rise as officers in

## TAKING NOTES

**Clarifying** Identify details about Latin American independence movements.

Who	Where
When	Why

**The Divisions in Spanish Colonial Society, 1789**



## SKILLBUILDER: Interpreting Graphs

- Clarifying** Which two groups made up the vast majority of the population in Spanish America?
- Making Inferences** Of the Europeans, which group—peninsulares or creoles—probably made up a larger percentage?

Spanish colonial armies. Together these two groups controlled land, wealth, and power in the Spanish colonies.

Below the *peninsulares* and creoles came the mestizos, persons of mixed European and Indian ancestry. Next were the **mulattos**, persons of mixed European and African ancestry, and enslaved Africans. Indians were at the bottom of the social ladder.

## Revolutions in the Americas

By the late 1700s, colonists in Latin America, already aware of Enlightenment ideas, were electrified by the news of the American and French Revolutions. The success of the American Revolution encouraged them to try to gain freedom from their European masters.

**Revolution in Haiti** The French colony called Saint Domingue was the first Latin American territory to free itself from European rule. The colony, now known as Haiti, occupied the western third of the island of Hispaniola in the Caribbean Sea.

Nearly 500,000 enslaved Africans worked on French plantations, and they outnumbered their masters dramatically. White masters used brutal methods to terrorize them and keep them powerless.

While the French Revolution was taking place, oppressed people in the French colony of Haiti rose up against their French masters. In August 1791, 100,000 enslaved Africans rose in revolt. A leader soon emerged, Toussaint L'Ouverture (too•SAN loo•vair•TOOR). Formerly enslaved, Toussaint was unfamiliar with military and diplomatic matters. Even so, he rose to become a skilled general and diplomat. By 1801, Toussaint had taken control of the entire island and freed all the enslaved Africans.

In January 1802, 30,000 French troops landed in Saint Domingue to remove Toussaint from power. In May, Toussaint agreed to halt the revolution if the French would end slavery. Despite the agreement, the French soon accused him of planning another uprising. They seized him and sent him to a prison in the French Alps, where he died in April 1803.

**Haiti's Independence** Toussaint's lieutenant, Jean-Jacques Dessalines (zhahn•ZAHK day•sah•LEEN), took up the fight for freedom. On January 1, 1804, General Dessalines declared the colony an independent country. It was the first black colony to free itself from European control. Dessalines called the country Haiti, which in the language of the Arawak natives meant "mountainous land."

## Creoles Lead Independence

Even though they could not hold high public office, creoles were the least oppressed of those born in Latin America. They were also the best educated. In fact, many wealthy young creoles traveled to Europe for their education. In Europe, they read about and adopted Enlightenment ideas. When they returned to Latin America, they brought ideas of revolution with them.

Napoleon's conquest of Spain in 1808 triggered revolts in the Spanish colonies. Removing Spain's King Ferdinand VII, Napoleon made his brother Joseph king of Spain. Many creoles might have supported a Spanish king. However, they felt no loyalty to a king imposed by the French. Creoles, recalling Locke's idea of the consent of the governed, argued that when the real king was removed, power shifted to the people. In 1810, rebellion broke out in several parts of Latin America. The drive toward independence had begun. **A**

▼ Toussaint L'Ouverture led enslaved Africans in a revolt against the French that ended slavery and resulted in the new nation of Haiti.



### MAIN IDEA

#### Recognizing Effects

**A** How did the French Revolution affect the colonists in the Americas?





**Simón Bolívar**  
1783–1830

Called *Libertador* (Liberator), Bolívar was a brilliant general, a visionary, a writer, and a fighter. He is called the “George Washington of South America.” Bolívar planned to unite the Spanish colonies of South America into a single country called Gran Colombia. The area of upper Peru was renamed Bolivia in his honor.

Discouraged by political disputes that tore the new Latin American nations apart, he is reported to have said, “America is ungovernable. Those who have served the revolution have ploughed the sea.”

**José de San Martín**  
1778–1850

Unlike the dashing Bolívar, San Martín was a modest man. Though born in Argentina, he spent much of his youth in Spain as a career military officer. He fought with Spanish forces against Napoleon. He returned to Latin America to be a part of its liberation from Spain. Fighting for 10 years, he became the liberator of Argentina, Chile, and Peru.

Discouraged by political infighting, San Martín sailed for Europe. He died, almost forgotten, on French soil in 1850.



The South American wars of independence rested on the achievements of two brilliant creole generals. One was **Simón Bolívar** (see•MAWN boh•LEE•vahr), a wealthy Venezuelan creole. The other great liberator was **José de San Martín** (hoh•SAY day san mahr•TEEN), an Argentinian.

**Bolívar’s Route to Victory** Simón Bolívar’s native Venezuela declared its independence from Spain in 1811. But the struggle for independence had only begun. Bolívar’s volunteer army of revolutionaries suffered numerous defeats. Twice Bolívar had to go into exile. A turning point came in August 1819. Bolívar led over 2,000 soldiers on a daring march through the Andes into what is now Colombia. (See the 1830 map on page 685.) Coming from this direction, he took the Spanish army in Bogotá completely by surprise and won a decisive victory.

By 1821, Bolívar had won Venezuela’s independence. He then marched south into Ecuador. In Ecuador, Bolívar finally met José de San Martín. Together they would decide the future of the Latin American revolutionary movement.

**San Martín Leads Southern Liberation Forces** San Martín’s Argentina had declared its independence in 1816. However, Spanish forces in nearby Chile and Peru still posed a threat. In 1817, San Martín led an army on a grueling march across the Andes to Chile. He was joined there by forces led by Bernardo O’Higgins, son of a former viceroy of Peru. With O’Higgins’s help, San Martín finally freed Chile.

In 1821, San Martín planned to drive the remaining Spanish forces out of Lima, Peru. But to do so, he needed a much larger force. San Martín and Bolívar discussed this problem when they met at Guayaquil, Ecuador, in 1822.

No one knows how the two men reached an agreement. But San Martín left his army for Bolívar to command. With unified revolutionary forces, Bolívar’s army went on to defeat the Spanish at the Battle of Ayacucho (Peru) on December 9, 1824. In this last major battle of the war for independence, the Spanish colonies in Latin America won their freedom. The future countries of Venezuela, Colombia, Panama, and Ecuador were united into a country called Gran Colombia.



## Struggling Toward Democracy

Revolutions are as much a matter of ideas as they are of weapons. Simón Bolívar, the hero of Latin American independence, was both a thinker and a fighter. By 1800, Enlightenment ideas spread widely across the Latin American colonies. Bolívar combined Enlightenment political ideas, ideas from Greece and Rome, and his own original thinking. The result was a system of democratic ideas that would help spark revolutions throughout Latin America.



After winning South American independence, Simón Bolívar realized his dream of Gran Colombia, a sort of United States of South America.



### Patterns of Interaction

*Struggling Toward Democracy: Revolutions in Latin America and South Africa*

The Latin American independence movement is one example of how the Enlightenment spread democratic ideals throughout the world. Democratic ideals continue to inspire people to struggle for political independence and to overthrow oppressive governments.

### Connect to Today

**1. Making Inferences** How are Enlightenment thought and the successes of the American and French Revolutions reflected in Bolívar's thinking?

See Skillbuilder Handbook, page R10.

**2. Comparing** What recent events in today's world are similar to Simón Bolívar's movement for Latin American independence?



## Mexico Ends Spanish Rule

In most Latin American countries, creoles led the revolutionary movements. But in Mexico, ethnic and racial groups mixed more freely. There, Indians and mestizos played the leading role.

**A Cry for Freedom** In 1810, Padre **Miguel Hidalgo** (mee•GEHL ee•THAHL•goh), a priest in the small village of Dolores, took the first step toward independence. Hidalgo was a poor but well-educated man. He firmly believed in Enlightenment ideals. On September 16, 1810, he rang the bells of his village church. When the peasants gathered in the church, he issued a call for rebellion against the Spanish. Today, that call is known as the *grito de Dolores* (the cry of Dolores).

The very next day, Hidalgo's Indian and mestizo followers began a march toward Mexico City. This unruly army soon numbered 80,000 men. The uprising of the lower classes alarmed the Spanish army and creoles, who feared the loss of their property, control of the land, and their lives. The army defeated Hidalgo in 1811. The rebels then rallied around another strong leader, Padre **José María Morelos** (moh•RAY•lohs). Morelos led the revolution for four years. However, in 1815, a creole officer, Agustín de Iturbide (ah•goos•TEEN day ee•toor•BEE•day), defeated him.

**Mexico's Independence** Events in Mexico took yet another turn in 1820 when a revolution in Spain put a liberal group in power there. Mexico's creoles feared the loss of their privileges in the Spanish-controlled colony. So they united in support of Mexico's independence from Spain. Ironically, Agustín de Iturbide—the man who had defeated the rebel Padre Morelos—proclaimed independence in 1821.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What two European countries held the largest colonial empires in Latin America in 1800?
- Region** Comparing the two maps, which independent countries had emerged by 1830 from Spanish territory in the Americas?

Before the Mexican revolution, Central America was part of the viceroyalty of New Spain. It had been governed by the Spanish from the seat of colonial government in Mexico. In 1821, several Central American states declared their independence from Spain—and from Mexico as well. However, Iturbide (who had declared himself emperor), refused to recognize the declarations of independence. Iturbide was finally overthrown in 1823. Central America then declared its absolute independence from Mexico. It took the name the United Provinces of Central America. The future countries of Nicaragua, Guatemala, Honduras, El Salvador, and Costa Rica would develop in this region.

## Brazil's Royal Liberator

Brazil's quest for independence was unique in this period of Latin American history because it occurred without violent upheavals or widespread bloodshed. In fact, a member of the Portuguese royal family actually played a key role in freeing Brazil from Portugal.

In 1807, Napoleon's armies invaded both Spain and Portugal. Napoleon's aim was to close the ports of these countries to British shipping. As French troops approached Lisbon, the Portuguese capital, Prince John (later King John VI) and the royal family boarded ships to escape capture. They took their court and royal treasury to Portugal's largest colony, Brazil. Rio de Janeiro became the capital of the Portuguese empire. For 14 years, the Portuguese ran their empire from Brazil. After Napoleon's defeat in 1815, King John and the Portuguese government returned to Portugal six years later. Dom Pedro, King John's son, stayed behind in Brazil.

King John planned to make Brazil a colony again. However, many Brazilians could not accept a return to colonial status. In 1822, creoles demanded Brazil's independence from Portugal. Eight thousand Brazilians signed a petition asking Dom Pedro to rule. He agreed. On September 7, 1822, he officially declared Brazil's independence. Brazil had won its independence in a bloodless revolution. **B**

Meanwhile, the ideas of the French Revolution and the aftermath of the Napoleonic Wars were causing upheaval in Europe, as you will learn in Section 2.

### MAIN IDEA

#### Making Inferences

**B** In what way did the presence of the royal family in Brazil help Portugal's largest colony?

## SECTION 1 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• *peninsulare* • creole • mulatto • Simón Bolívar • José de San Martín • Miguel Hidalgo • José María Morelos

### USING YOUR NOTES

2. Which independence movement was led by Toussaint L'Ouverture?

Who	Where
When	Why

### MAIN IDEAS

- How was Spanish colonial society structured?
- How was the Haitian Revolution different from revolutions in the rest of Latin America?
- Which groups led the quest for Mexican independence?

### CRITICAL THINKING & WRITING

- COMPARING AND CONTRASTING** Compare and contrast the leadership of the South American revolutions to the leadership of Mexico's revolution.
- FORMING AND SUPPORTING OPINIONS** Would creole revolutionaries tend to be democratic or authoritarian leaders? Explain.
- ANALYZING CAUSES** How were events in Europe related to the revolutions in Latin America?
- WRITING ACTIVITY** **REVOLUTION** Write a **response** to this statement: "Through its policies, Spain gave up its right to rule in South America."

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the Mexican Indian rebel group, the *Zapatistas*. Create a **multimedia presentation** describing the group and its goals.

**INTERNET KEYWORD**  
*Zapatistas*



# Europe Faces Revolutions

## MAIN IDEA

**REVOLUTION** Liberal and nationalist uprisings challenged the old conservative order of Europe.

## WHY IT MATTERS NOW

The system of nation-states established in Europe during this period continues today.

## TERMS & NAMES

- conservative
- liberal
- radical
- nationalism
- nation-state
- the Balkans
- Louis-Napoleon
- Alexander II

**SETTING THE STAGE** As revolutions shook the colonies in Latin America, Europe was also undergoing dramatic changes. Under the leadership of Prince Metternich of Austria, the Congress of Vienna had tried to restore the old monarchies and territorial divisions that had existed before the French Revolution. (See Chapter 23.) On an international level, this attempt to turn back history succeeded. For the next century, European countries seldom turned to war to solve their differences. Within countries, however, the effort failed. Revolutions erupted across Europe between 1815 and 1848.

## Clash of Philosophies

In the first half of the 1800s, three schools of political thought struggled for supremacy in European societies. Each believed that its style of government would best serve the people. Each attracted a different set of followers. The list below identifies the philosophies, goals, and followers.

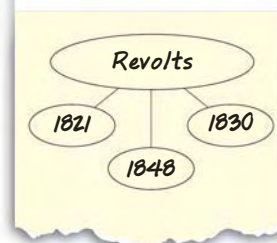
- **Conservative:** usually wealthy property owners and nobility. They argued for protecting the traditional monarchies of Europe.
- **Liberal:** mostly middle-class business leaders and merchants. They wanted to give more power to elected parliaments, but only the educated and the landowners would vote.
- **Radical:** favored drastic change to extend democracy to all people. They believed that governments should practice the ideals of the French Revolution—liberty, equality, and brotherhood.

▼ Prince Clemens von Metternich shaped conservative control of Europe for almost 40 years.



## TAKING NOTES

**Summarizing** Identify major revolutions in Europe.



## Nationalism Develops

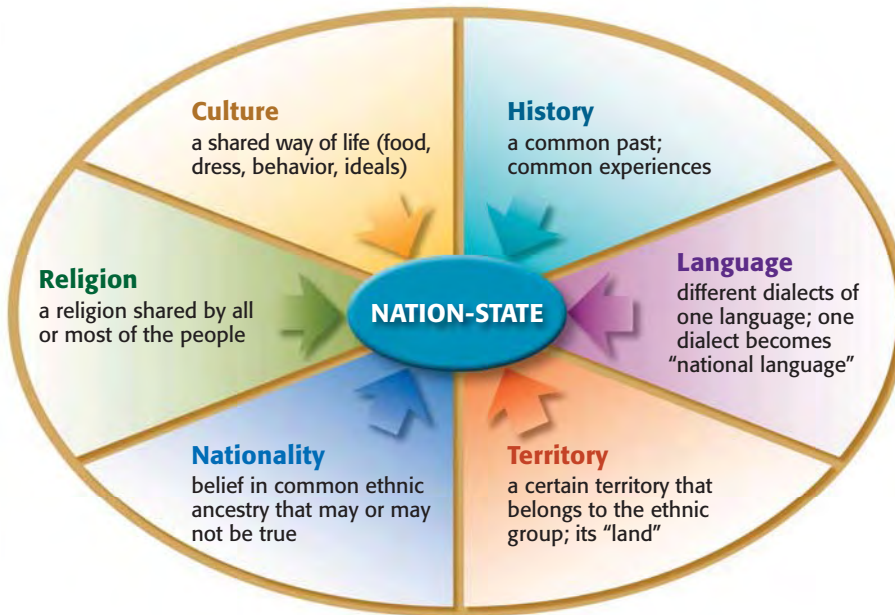
As conservatives, liberals, and radicals debated issues of government, a new movement called nationalism emerged. **Nationalism** is the belief that people's greatest loyalty should not be to a king or an empire but to a nation of people who share a common culture and history. The nationalist movement would blur the lines that separated the three political theories.

When a nation had its own independent government, it became a **nation-state**. A nation-state defends the nation's territory and way of life, and it represents the nation to the rest of the world. In Europe in 1815, only

## Nationalism

Nationalism—the belief that people should be loyal to their nation—was not widespread until the 1800s. The rise of modern nationalism is tied to the spread of democratic ideas and the growth of an educated middle class. People wanted to decide how they were governed, instead of having monarchs impose government on them.

### Bonds That Create a Nation-State



### Positive and Negative Results of Nationalism

Nationalism has not always been a positive influence. For example, extremely strong nationalistic feelings sometimes lead a group to turn against outsiders. The chart below lists some positive and negative results of nationalism. Note how some results, such as competition, can be both positive and negative.

Positive Results	Negative Results
<ul style="list-style-type: none"> <li>• People within a nation overcoming their differences for the common good</li> <li>• The overthrow of colonial rule</li> </ul>	<ul style="list-style-type: none"> <li>• Forced assimilation of minority cultures into a nation's majority culture</li> <li>• Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s</li> </ul>
<ul style="list-style-type: none"> <li>• Democratic governments in nations throughout the world</li> <li>• Competition among nations spurring scientific and technological advances</li> </ul>	<ul style="list-style-type: none"> <li>• The rise of extreme nationalistic movements, such as Nazism</li> <li>• Competition between nations leading to warfare</li> </ul>

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on nationalism, go to [classzone.com](http://classzone.com)

## > DATA FILE

### IMPACT OF NATIONALISM

- Between 1950 and 1980, 47 African countries overthrew colonial rulers and became independent nations.
- In the 1990s, the republics of Bosnia and Herzegovina, Croatia, Slovenia, and Macedonia broke away from Yugoslavia.
- In 2003, Yugoslavia changed its name to Serbia and Montenegro.
- Europe has 47 countries. (Some of those lie partially in Europe, partially in Asia.) About 50 languages are spoken in the region.
- In most of Latin America, Spanish or Portuguese is the official language. However, many native languages are still spoken. For example, Bolivia has three official languages: Spanish and the Indian languages of Aymara and Quechua.

## Connect to Today

### 1. Forming and Supporting Opinions

Do you think nationalism has had more of a positive or negative impact on the world? Support your opinion with evidence.

See Skillbuilder Handbook, page R20.

### 2. Comparing and Contrasting

Which of the bonds used to create nation-states are found in the United States?



France, England, and Spain could be called nation-states. But soon that would change as nationalist movements achieved success.

Most of the people who believed in nationalism were either liberals or radicals. In most cases, the liberal middle class—teachers, lawyers, and businesspeople—led the struggle for constitutional government and the formation of nation-states. In Germany, for example, liberals wanted to gather the many different German states into a single nation-state. Other liberals in large empires, such as the Hungarians in the Austrian Empire, wanted to split away and establish self-rule.

## Nationalists Challenge Conservative Power

The first people to win self-rule during this period were the Greeks. For centuries, Greece had been part of the Ottoman Empire. The Ottomans controlled most of **the Balkans**. That region includes all or part of present-day Greece, Albania, Bulgaria, Romania, Turkey, and the former Yugoslavia. Greeks, however, had kept alive the memory of their ancient history and culture. Spurred on by the nationalist spirit, they demanded independence and rebelled against the Ottoman Turks in 1821.

**Greeks Gain Independence** The most powerful European governments opposed revolution. However, the cause of Greek independence was popular with people around the world. Russians, for example, felt a connection to Greek Orthodox Christians, who were ruled by the Muslim Ottomans. Educated Europeans and Americans loved and respected ancient Greek culture.

Eventually, as popular support for Greece grew, the powerful nations of Europe took the side of the Greeks. In 1827, a combined British, French, and Russian fleet destroyed the Ottoman fleet at the Battle of Navarino. In 1830, Britain, France, and Russia signed a treaty guaranteeing an independent kingdom of Greece. **A**

**1830s Uprisings Crushed** By the 1830s, the old order, carefully arranged at the Congress of Vienna, was breaking down. Revolutionary zeal swept across Europe. Liberals and nationalists throughout Europe were openly revolting against conservative governments.

Nationalist riots broke out against Dutch rule in the Belgian city of Brussels. In October 1830, the Belgians declared their independence from Dutch control. In Italy, nationalists worked to unite the many separate states on the Italian peninsula. Some were independent. Others were ruled by Austria, or by the pope. Eventually, Prince Metternich sent Austrian troops to restore order in Italy. The Poles living under the rule of Russia staged a revolt in Warsaw late in 1830. Russian armies took nearly an entire year to crush the Polish uprising. By the mid-1830s, the old order seemed to have reestablished itself. But the appearance of stability did not last long.

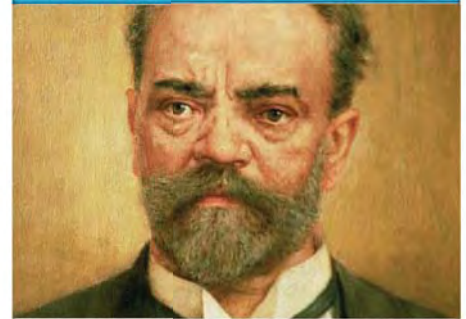
**1848 Revolutions Fail to Unite** In 1848, ethnic uprisings erupted throughout Europe. (See the map on page 679.) After an unruly mob in Vienna clashed with police, Metternich resigned and liberal uprisings broke out throughout the Austrian empire. In Budapest, nationalist leader Louis Kossuth called for a parliament and self-government

### MAIN IDEA

#### Analyzing Motives

**A** Why would Europeans and Americans support the Greek revolutionary movement?

### Social History



#### Nationalistic Music

As the force of nationalism began to rise in Europe, ethnic groups recognized their music as a unique element of their culture. Composers used folk melodies in their works. For example, Czech composer Antonin Dvořák (DVAWR-zhahk), pictured above, and the Norwegian composer Edvard Grieg incorporated popular melodies and legends into their works. These works became a source of pride and further encouraged the sense of nationalism. Richard Wagner created a cycle of four musical dramas called *Der Ring des Nibelungen*. His operas are considered the pinnacle of German nationalism.



▲ In *Combat Before the Hotel de Ville*, July 28th, 1830, Victor Schnetz portrays the riots in Paris that forced Charles X to flee to Great Britain.

for Hungary. Meanwhile in Prague, Czech liberals demanded Bohemian independence.

European politics continued to seesaw. Many liberal gains were lost to conservatives within a year. In one country after another, the revolutionaries failed to unite themselves or their nations. Conservatives regained their nerve and their power. By 1849, Europe had practically returned to the conservatism that had controlled governments before 1848. **B**

#### MAIN IDEA

#### Hypothesizing

**B** Why weren't the revolutions of 1830 and 1848 successful?

## Radicals Change France

Radicals participated in many of the 1848 revolts. Only in France, however, was the radical demand for democratic government the main goal of revolution. In 1830, France's King Charles X tried to stage a return to absolute monarchy. The attempt sparked riots that forced Charles to flee to Great Britain. He was replaced by Louis-Philippe, who had long supported liberal reforms in France.

**The Third Republic** However, in 1848, after a reign of almost 18 years, Louis-Philippe fell from popular favor. Once again, a Paris mob

overturned a monarchy and established a republic. The new republican government began to fall apart almost immediately. The radicals split into factions. One side wanted only political reform. The other side also wanted social and economic reform. The differences set off bloody battles in Parisian streets. The violence turned French citizens away from the radicals. As a result, a moderate constitution was drawn up later in 1848. It called for a parliament and a strong president to be elected by the people.

**France Accepts a Strong Ruler** In December 1848, [Louis-Napoleon](#), the nephew of Napoleon Bonaparte, won the presidential election. Four years later, Louis-Napoleon Bonaparte took the title of Emperor Napoleon III. A majority of French voters accepted this action without complaint. The French were weary of instability. They welcomed a strong ruler who would bring peace to France. **C**

As France's emperor, Louis-Napoleon built railroads, encouraged industrialization, and promoted an ambitious program of public works. Gradually, because of Louis-Napoleon's policies, unemployment decreased in France, and the country experienced real prosperity.

## Reform in Russia

Unlike France, Russia in the 1800s had yet to leap into the modern industrialized world. Under Russia's feudal system, serfs were bound to the nobles whose land they worked. Nobles enjoyed almost unlimited power over them. By the 1820s, many Russians believed that serfdom must end. In their eyes, the system was morally wrong. It also prevented the empire from advancing economically. The czars, however, were reluctant to free the serfs. Freeing them would anger the landowners, whose support the czars needed to stay in power.

#### MAIN IDEA

#### Summarizing

**C** How would you describe the political swings occurring in France between 1830 and 1852?



**Defeat Brings Change** Eventually, Russia's lack of development became obvious to Russians and to the whole world. In 1853, Czar Nicholas I threatened to take over part of the Ottoman Empire in the Crimean War. However, Russia's industries and transportation system failed to provide adequate supplies for the country's troops. As a result, in 1856, Russia lost the war against the combined forces of France, Great Britain, Sardinia, and the Ottoman Empire.

After the war, Nicholas's son, **Alexander II**, decided to move Russia toward modernization and social change. Alexander and his advisers believed that his reforms would allow Russia to compete with western Europe for world power.

**Reform and Reaction** The first and boldest of Alexander's reforms was a decree freeing the serfs in 1861. The abolition of serfdom, however, went only halfway. Peasant communities—rather than individual peasants—received about half the farmland in the country. Nobles kept the other half. The government paid the nobles for their land. Each peasant community, on the other hand, had 49 years to pay the government for the land it had received. So, while the serfs were legally free, the debt still tied them to the land.

Political and social reforms ground to a halt when terrorists assassinated Alexander II in 1881. His successor, Alexander III, tightened czarist control over the country. Alexander III and his ministers, however, encouraged industrial development to expand Russia's power. A major force behind Russia's drive toward industrial expansion was nationalism. Nationalism also stirred other ethnic groups. During the 1800s, such groups were uniting into nations and building industries to survive among other nation-states. **D**

#### MAIN IDEA

#### Analyzing Issues

**D** Why did czars push for industrialization?



## History in Depth

### Emancipation

In 1861, on the day before Abraham Lincoln became president of the United States, Czar Alexander II issued the Edict of Emancipation, freeing 20 million serfs. Less than two years later, President Lincoln issued the Emancipation Proclamation, freeing enslaved peoples living under the Confederacy.

The emancipation edicts did not entirely fulfill the hopes of Russian serfs or former slaves in the United States. Russian peasant communities, like the one pictured above, were still tied to the land. And Lincoln did not free enslaved people in the border states.

## SECTION

## 2

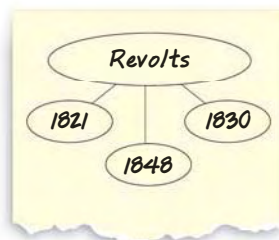
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- conservative
- liberal
- radical
- nationalism
- nation-state
- the Balkans
- Louis-Napoleon
- Alexander II

### USING YOUR NOTES

2. Why did most of the revolts fail?



### MAIN IDEAS

3. How were radicals different from liberals?
4. Why did France's Third Republic fail?
5. What was the driving force behind Russia's industrial expansion?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might liberals and radicals join together in a nationalist cause?
7. **DRAWING CONCLUSIONS** Why did some liberals disapprove of the way Louis-Napoleon ruled France after the uprisings of 1848?
8. **EVALUATING DECISIONS** What consequences did Alexander's reforms have on Russia?
9. **WRITING ACTIVITY** **REVOLUTION** Imagine you live in Europe in 1848. Write a **letter** to a friend, stating your political position—conservative, liberal, or radical. Express your feelings about the uprisings and the future of Europe.

### CONNECT TO TODAY WRITING A TV NEWS SCRIPT

Early in the 21st century, hostility between Greeks and Turks on the island of Cyprus was reduced. Prepare a **TV news script** about the current status of governing the island.



# Nationalism

## CASE STUDY: Italy and Germany

### MAIN IDEA

#### POWER AND AUTHORITY

Nationalism contributed to the formation of two new nations and a new political order in Europe.

### WHY IT MATTERS NOW

Nationalism is the basis of world politics today and has often caused conflicts and wars.

### TERMS & NAMES

- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

**SETTING THE STAGE** Nationalism was the most powerful idea of the 1800s. Its influence stretched throughout Europe and the Americas. It shaped countries by creating new ones or breaking up old ones. In Europe, it also upset the balance of power set up at the Congress of Vienna in 1815, affecting the lives of millions. Empires in Europe were made up of many different groups of people. Nationalism fed the desire of most of those groups to be free of the rule of empires and govern themselves in their traditional lands.

### TAKING NOTES

**Following Chronological Order** List major events in the unification of Italy and of Germany.

1800 1900

## Nationalism: A Force for Unity or Disunity

During the 1800s, nationalism fueled efforts to build nation-states. Nationalists were not loyal to kings, but to their people—to those who shared common bonds. Nationalists believed that people of a single “nationality,” or ancestry, should unite under a single government. However, people who wanted to restore the old order from before the French Revolution saw nationalism as a force for disunity.

Gradually, authoritarian rulers began to see that nationalism could also unify masses of people. They soon began to use nationalist feelings for their own purposes. They built nation-states in areas where they remained firmly in control.

### Types of Nationalist Movements

Type	Characteristics	Examples
Unification	• Mergers of politically divided but culturally similar lands	• 19th century Germany • 19th century Italy
Separation	• Culturally distinct group resists being added to a state or tries to break away	• Greeks in the Ottoman Empire • French-speaking Canadians
State-building	• Culturally distinct groups form into a new state by accepting a single culture	• The United States • Turkey

#### SKILLBUILDER: Interpreting Charts

1. **Categorizing** What types of nationalist movements can evolve in lands with culturally distinct groups?
2. **Drawing Conclusions** What must be present for state-building to take place?



In the chart on page 692, you can see the characteristics and examples of three types of nationalist movements. In today's world, groups still use the spirit of nationalism to unify, separate, or build up nation-states.

## Nationalism Shakes Aging Empires

Three aging empires—the Austrian Empire of the Hapsburgs, the Russian Empire of the Romanovs, and the Ottoman Empire of the Turks—contained a mixture of ethnic groups. Control of land and ethnic groups moved back and forth between these empires, depending on victories or defeats in war and on royal marriages. When nationalism emerged in the 19th century, ethnic unrest threatened and eventually toppled these empires.

**The Breakup of the Austrian Empire** The Austrian Empire brought together Slovenes, Hungarians, Germans, Czechs, Slovaks, Croats, Poles, Serbs, and Italians. In 1866, Prussia defeated Austria in the Austro-Prussian War. With its victory, Prussia gained control of the newly organized North German Confederation, a union of Prussia and 21 smaller German political units. Then, pressured by the Hungarians, Emperor Francis Joseph of Austria split his empire in half, declaring Austria and Hungary independent states, with himself as ruler of both. The empire was now called Austria-Hungary or the Austro-Hungarian Empire. Nationalist disputes continued to weaken the empire for more than 40 years. Finally, after World War I, Austria-Hungary broke into several separate nation-states.

**The Russian Empire Crumbles** Nationalism also helped break up the 370-year-old empire of the czars in Russia. In addition to the Russians themselves, the czar ruled over 22 million Ukrainians, 8 million Poles, and smaller numbers of Lithuanians, Latvians, Estonians, Finns, Jews, Romanians, Georgians, Armenians, Turks, and others. Each group had its own culture.

The ruling Romanov dynasty of Russia was determined to maintain iron control over this diversity. They instituted a policy of **Russification**, forcing Russian culture on all the ethnic groups in the empire. This policy actually strengthened ethnic nationalist feelings and helped to disunify Russia. The weakened czarist empire finally could not withstand the double shock of World War I and the communist revolution. The last Romanov czar gave up his power in 1917. **A**

**The Ottoman Empire Weakens** The ruling Turks of the Ottoman Empire controlled Greeks, Slavs, Arabs, Bulgarians, and Armenians. In 1856, under pressure from the British and French, the Ottomans granted equal citizenship to all the people under their rule. That measure angered conservative Turks, who wanted no change in the situation, and caused tensions in the empire. For example, in response to nationalism in

### MAIN IDEA

#### Making Inferences

**A** Why might a policy like Russification produce results that are opposite those intended?



◀ Driven from their homes, Armenians beg for bread at a refugee center.

Armenia, the Ottomans massacred and deported Armenians from 1894 to 1896 and again in 1915. Like Austria-Hungary, the Ottoman Empire broke apart soon after World War I.

## CASE STUDY: ITALY

### Cavour Unites Italy

While nationalism destroyed empires, it also built nations. Italy was one of the countries to form from the territory of crumbling empires. Between 1815 and 1848, fewer and fewer Italians were content to live under foreign rulers.

**Cavour Leads Italian Unification** Italian nationalists looked for leadership from the kingdom of Piedmont-Sardinia, the largest and most powerful of the Italian states. The kingdom had adopted a liberal constitution in 1848. So, to the liberal Italian middle classes, unification under Piedmont-Sardinia seemed a good plan.

In 1852, Sardinia's king, Victor Emmanuel II, named Count **Camillo di Cavour** (kuh•VOOR) as his prime minister. Cavour was a cunning statesman who worked tirelessly to expand Piedmont-Sardinia's power. Using skillful diplomacy and well-chosen alliances he set about gaining control of northern Italy for Sardinia.

Cavour realized that the greatest roadblock to annexing northern Italy was Austria. In 1858, the French emperor Napoleon III agreed to help drive Austria out of the northern Italian provinces. Cavour then provoked a war with the Austrians. A combined French-Sardinian army won two quick victories. Sardinia succeeded in taking all of northern Italy, except Venetia.

**Garibaldi Brings Unity** As Cavour was uniting northern Italy, he secretly started helping nationalist rebels in southern Italy. In May 1860, a small army of Italian nationalists led by a bold and visionary soldier, **Giuseppe Garibaldi** (GAR•uh• BAWL•dee), captured Sicily. In battle, Garibaldi always wore a bright red shirt, as did his followers. As a result, they became known as the Red Shirts.

From Sicily, Garibaldi and his forces crossed to the Italian mainland and marched north. Eventually, Garibaldi agreed to unite the southern areas he had conquered with the kingdom of Piedmont-Sardinia. Cavour arranged for King Victor Emmanuel II to meet Garibaldi in Naples. "The Red One" willingly agreed to step aside and let the Sardinian king rule. **B**

In 1866, the Austrian province of Venetia, which included the city of Venice, became part of Italy. In 1870,



## MAIN IDEA

### Hypothesizing

**B** What reasons might Garibaldi have had to step aside and let the Sardinian king rule?




## > Analyzing Political Cartoons

### “Right Leg in the Boot at Last”

In this 1860 British cartoon, the king of Sardinia is receiving control of lands taken by the nationalist Garibaldi. The act was one of the final steps in the unification of Italy.

#### SKILLBUILDER: Analyzing Political Cartoons

1. **Clarifying** What symbol does the cartoonist use for the soon-to-be nation of Italy?
2. **Making Inferences** How is Garibaldi portrayed?
3. **Analyzing Bias** What does the title of the cartoon say about the cartoonist’s view of Italian unification?

 See Skillbuilder Handbook, page R29



Italian forces took over the last part of a territory known as the Papal States. With this victory, the city of Rome came under Italian control. Soon after, Rome became the capital of the united kingdom of Italy. The pope, however, would continue to govern a section of Rome known as Vatican City.

### CASE STUDY: GERMANY

## Bismarck Unites Germany

Like Italy, Germany also achieved national unity in the mid-1800s. Beginning in 1815, 39 German states formed a loose grouping called the German Confederation. The Austrian Empire dominated the confederation. However, Prussia was ready to unify all the German states.

**Prussia Leads German Unification** Prussia enjoyed several advantages that would eventually help it forge a strong German state. First of all, unlike the Austro-Hungarian Empire, Prussia had a mainly German population. As a result, nationalism actually unified Prussia. In contrast, ethnic groups in Austria-Hungary tore the empire apart. Moreover, Prussia’s army was by far the most powerful in central Europe. In 1848, Berlin rioters forced a constitutional convention to write up a liberal constitution for the kingdom, paving the way for unification.

**Bismarck Takes Control** In 1861, Wilhelm I succeeded Frederick William to the throne. The liberal parliament refused him money for reforms that would double the strength of the army. Wilhelm saw the parliament’s refusal as a major challenge to his authority. He was supported in his view by the **Junkers** (YUNG•kuhrz), strongly conservative members of Prussia’s wealthy landowning class. In 1862, Wilhelm chose a conservative Junker named **Otto von Bismarck** as his prime minister. Bismarck was a master of what came to be known as **realpolitik**. This

## History Makers



**Otto von Bismarck**  
1815–1898

To some Germans, Bismarck was the greatest and noblest of Germany's statesmen. They say he almost single-handedly unified the nation and raised it to greatness. To others, he was nothing but a devious politician who abused his powers and led Germany into dictatorship.

His speeches, letters, and memoirs show him to be both crafty and deeply religious. At one moment, he could declare, "It is the destiny of the weak to be devoured by the strong." At another moment he might claim, "We Germans shall never wage aggressive war, ambitious war, a war of conquest."

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create an interactive time line of Bismarck's actions to unite Germany. Go to [classzone.com](http://classzone.com) for your research.

German term means "the politics of reality." The term is used to describe tough power politics with no room for idealism. With *realpolitik* as his style, Bismarck would become one of the commanding figures of German history.

With the king's approval, Bismarck declared that he would rule without the consent of parliament and without a legal budget. Those actions were in direct violation of the constitution. In his first speech as prime minister, he defiantly told members of the Prussian parliament, "It is not by means of speeches and majority resolutions that the great issues of the day will be decided—that was the great mistake of 1848 and 1849—but by blood and iron."

**Prussia Expands** In 1864, Bismarck took the first step toward molding an empire. Prussia and Austria formed an alliance and went to war against Denmark to win two border provinces, Schleswig and Holstein.

A quick victory increased national pride among Prussians. It also won new respect from other Germans and lent support for Prussia as head of a unified Germany. After the victory, Prussia governed Schleswig, while Austria controlled Holstein.

**Seven Weeks' War** Bismarck purposely stirred up border conflicts with Austria over Schleswig and Holstein. The tensions provoked Austria into declaring war on Prussia in 1866. This conflict was known as the Seven Weeks' War. The Prussians used their superior training and equipment to win a devastating victory. They humiliated Austria. The Austrians lost the region of Venetia, which was given to Italy. They had to accept Prussian annexation of more German territory.

With its victory in the Seven Weeks' War, Prussia took control of northern Germany. For the first time, the eastern and western parts of the Prussian kingdom were joined. In 1867, the remaining states of the north joined the North German Confederation, which Prussia dominated completely.

**The Franco-Prussian War** By 1867, a few southern German states remained independent of Prussian control.

The majority of southern Germans were Catholics. Many in the region resisted domination by a Protestant Prussia. However, Bismarck felt he could win the support of southerners if they faced a threat from outside. He reasoned that a war with France would rally the south.

Bismarck was an expert at manufacturing "incidents" to gain his ends. For example, he created the impression that the French ambassador had insulted the Prussian king. The French reacted to Bismarck's deception by declaring war on Prussia on July 19, 1870.

The Prussian army immediately poured into northern France. In September 1870, the Prussian army surrounded the main French force at Sedan. Among the 83,000 French prisoners taken was Napoleon III himself. Parisians withstood a German siege until hunger forced them to surrender.

The Franco-Prussian War was the final stage in German unification. Now the nationalistic fever also seized people in southern Germany. They finally accepted Prussian leadership. On January 18, 1871, at the captured French palace of

### MAIN IDEA

#### Hypothesizing

Bismarck ignored both the parliament and the constitution. How do you think this action would affect Prussian government?



Versailles, King Wilhelm I of Prussia was crowned **kaiser** (KY•zuhr), or emperor. Germans called their empire the Second Reich. (The Holy Roman Empire was the first.) Bismarck had achieved Prussian dominance over Germany and Europe “by blood and iron.”

## A Shift in Power

The 1815 Congress of Vienna had established five Great Powers in Europe—Britain, France, Austria, Prussia, and Russia. In 1815, the Great Powers were nearly equal in strength. The wars of the mid-1800s greatly strengthened one of the Great Powers, as Prussia joined with other German states to form Germany.

By 1871, Britain and Germany were clearly the most powerful, both militarily and economically. Austria and Russia lagged far behind. France struggled along somewhere in the middle. The European balance of power had broken down. This shift also found expression in the art of the period. In fact, during that century, artists, composers, and writers pointed to paths that they believed European society should follow.



### SECTION

### 3

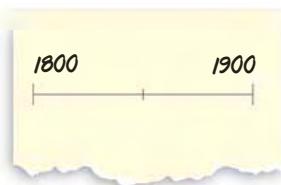
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

#### USING YOUR NOTES

- Identify an event that made the unification of Italy or Germany possible.



#### MAIN IDEAS

- Which aging empires suffered from the forces of nationalism?
- What role did Garibaldi play in the unification of Italy?
- What advantages did Prussia have in leading the German states to unify?

#### CRITICAL THINKING & WRITING

- CLARIFYING** How can nationalism be both a unifying and a disunifying force?
- FORMING GENERALIZATIONS** Why did the Austrian, Russian, and Ottoman Empires face such great challenges to their control of land?
- EVALUATING COURSES OF ACTION** Many liberals wanted government by elected parliaments. How was Bismarck's approach to achieving his goals different?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a one paragraph **biographical essay** on either Garibaldi or Cavour.

#### CONNECT TO TODAY CREATING A MAP AND DATABASE

Study the chart on page 692. Research the names of nations that have emerged in the last ten years. Categorize each nation's nationalist movement using the chart. Then create a **database** and **map** showing the location of the new nations and the category into which each new nation falls.

# Revolutions in the Arts

## MAIN IDEA

### CULTURAL INTERACTION

Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.

## WHY IT MATTERS NOW

Romanticism and realism are still found in novels, dramas, and films produced today.

## TERMS & NAMES

- romanticism
- realism
- impressionism

**SETTING THE STAGE** During the first half of the 1800s, artists focused on ideas of freedom, the rights of individuals, and an idealistic view of history. After the great revolutions of 1848, political focus shifted to leaders who practiced *realpolitik*. Similarly, intellectuals and artists expressed a “realistic” view of the world. In this view, the rich pursued their selfish interests while ordinary people struggled and suffered. Newly invented photography became both a way to detail this struggle and a tool for scientific investigation.

## TAKING NOTES

**Outlining** Organize ideas and details about movements in the arts.

### I. The Romantic Movement

A.  
B.

### II. The Shift to Realism in the Arts

## The Romantic Movement

At the end of the 18th century, the Enlightenment idea of reason gradually gave way to another major movement in art and ideas: **romanticism**. This movement reflected deep interest both in nature and in the thoughts and feelings of the individual. In many ways, romantic thinkers and writers reacted against the ideals of the Enlightenment. They turned from reason to emotion, from society to nature. Romantics rejected the rigidly ordered world of the middle class. Nationalism also fired the romantic imagination. For example, George Gordon, Lord Byron, one of the leading romantic poets of the time, fought for Greece’s freedom.

**The Ideas of Romanticism** Emotion, sometimes wild emotion, was a key element of romanticism. However, romanticism went beyond feelings. Romantics expressed a wide range of ideas and attitudes. In general, romantic thinkers and artists shared these beliefs:

- emphasized inner feelings, emotions, and imagination
- focused on the mysterious, the supernatural, and the exotic, grotesque, or horrifying
- loved the beauties of untamed nature
- idealized the past as a simpler and nobler time
- glorified heroes and heroic actions
- cherished folk traditions, music, and stories
- valued the common people and the individual
- promoted radical change and democracy

**Romanticism in Literature** Poetry, music, and painting were the most influential arts because they were able to capture the emotion of romanticism. To romantics, poetry was the highest

▼ Romantic poet Lord Byron fought with Greek nationalists. He did not live to see their victory.





form of expression. The British romantic poets William Wordsworth and Samuel Taylor Coleridge both honored nature as the source of truth and beauty. Later English romantic poets, such as Lord Byron, Percy Bysshe Shelley, and John Keats, wrote poems celebrating rebellious heroes, passionate love, and the mystery and beauty of nature. Like many romantics, many of these British poets lived stormy lives and died young. Byron, for example, died at the age of 36, while Shelley died at 29.

Germany produced one of the earliest and greatest romantic writers. In 1774, Johann Wolfgang von Goethe (YO•hahn VUHLF•gahng fuhn GER•tuh) published *The Sorrows of Young Werther*. Goethe's novel told of a sensitive young man whose hopeless love for a virtuous married woman drives him to suicide. Also in Germany, the brothers Jakob and Wilhelm Grimm collected German fairy tales and created a dictionary and grammar of the German language. Both the tales and the dictionary celebrated the German spirit.

Victor Hugo led the French romantics. His works also reflect the romantic fascination with history and the individual. His novels *Les Misérables* and *The Hunchback of Notre Dame* show the struggles of individuals against a hostile society.

**The Gothic Novel** Gothic horror stories became hugely popular. These novels often took place in medieval Gothic castles. They were filled with fearful, violent, sometimes supernatural events. Mary Shelley, wife of the poet Percy Bysshe Shelley, wrote one of the earliest and most successful Gothic horror novels, *Frankenstein*. The novel told the story of a monster created from the body parts of dead human beings.

**Composers Emphasize Emotion** Emotion dominated the music produced by romantic composers. These composers moved away from the tightly controlled, formal compositions of the Enlightenment period. Instead, they celebrated heroism and national pride with a new power of expression.

As music became part of middle-class life, musicians and composers became popular heroes. Composer and pianist Franz Liszt (lihst), for example, achieved earnings and popularity comparable to those of today's rock stars.

One of the composers leading the way into the Romantic period was also its greatest: Ludwig van Beethoven (LOOD•vihg vahn BAY•toh•vuhn). His work evolved from the classical music of the Enlightenment into romantic compositions. His Ninth Symphony soars, celebrating freedom, dignity, and the triumph of the human spirit.

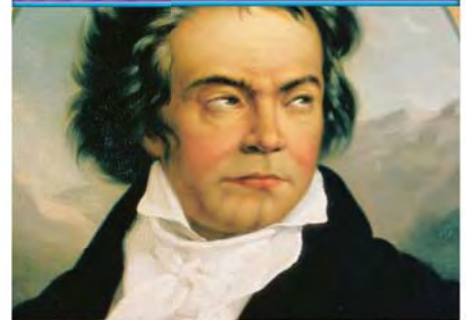
Later romantic composers also appealed to the hearts and souls of their listeners. Robert Schumann's compositions sparkle with merriment. Like many romantic composers, Felix Mendelssohn drew on literature, such as Shakespeare's *A Midsummer Night's Dream*, as the inspiration for his music. Polish composer and concert pianist Frederic Chopin (SHOH•pan) used Polish dance rhythms in his music. Giuseppe Verdi and Richard Wagner brought European opera to a dramatic and theatrical high point. **A**

#### MAIN IDEA

##### Summarizing

**A** What are some of the themes that are key to romantic literature and art?

## History Makers



**Ludwig van Beethoven**  
1770–1827

A genius of European music, Beethoven suffered the most tragic disability a composer can endure. At the age of 30, he began to go deaf. His deafness grew worse for 19 years. By 1819, it was total.

At first, Beethoven's handicap barely affected his career. By 1802, however, he knew that his hearing would only worsen. He suffered from bouts of depression. The depression would bring him to the brink of suicide. Nonetheless, he would rebound:

*It seemed unthinkable for me to leave the world forever before I had produced all that I felt called upon to produce.*

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Ludwig van Beethoven, go to [classzone.com](http://classzone.com)

## The Shift to Realism in the Arts

By the middle of the 19th century, rapid industrialization deeply affected everyday life in Europe. The growing class of industrial workers lived grim lives in dirty, crowded cities. Industrialization began to make the dreams of the romantics seem pointless. In literature and the visual arts, **realism** tried to show life as it was, not as it should be. Realist painting reflected the increasing political importance of the working class in the 1850s. Along with paintings, novels proved especially suitable for describing workers' suffering.

**Photographers Capture Reality** As realist painters and writers detailed the lives of actual people, photographers could record an instant in time with scientific precision. The first practical photographs were called daguerreotypes (duh•GEHR•uh•TYPs). They were named after their French inventor, Louis Daguerre. The images in his daguerreotypes were startlingly real and won him worldwide fame.

British inventor William Talbot invented a light-sensitive paper that he used to produce photographic negatives. The advantage of paper was that many prints could be made from one negative. The Talbot process also allowed photos to be reproduced in books and newspapers. Mass distribution gained a wide audience for the realism of photography. With its scientific, mechanical, and mass-produced features, photography was the art of the new industrial age.

**Writers Study Society** Realism in literature flourished in France with writers such as Honoré de Balzac and Émile Zola. Balzac wrote a massive series of almost 100 novels entitled *The Human Comedy*. They describe in detail the brutal struggle for wealth and power among all levels of French society. Zola's novels exposed the

### > Analyzing Photographs


#### Motion Studies

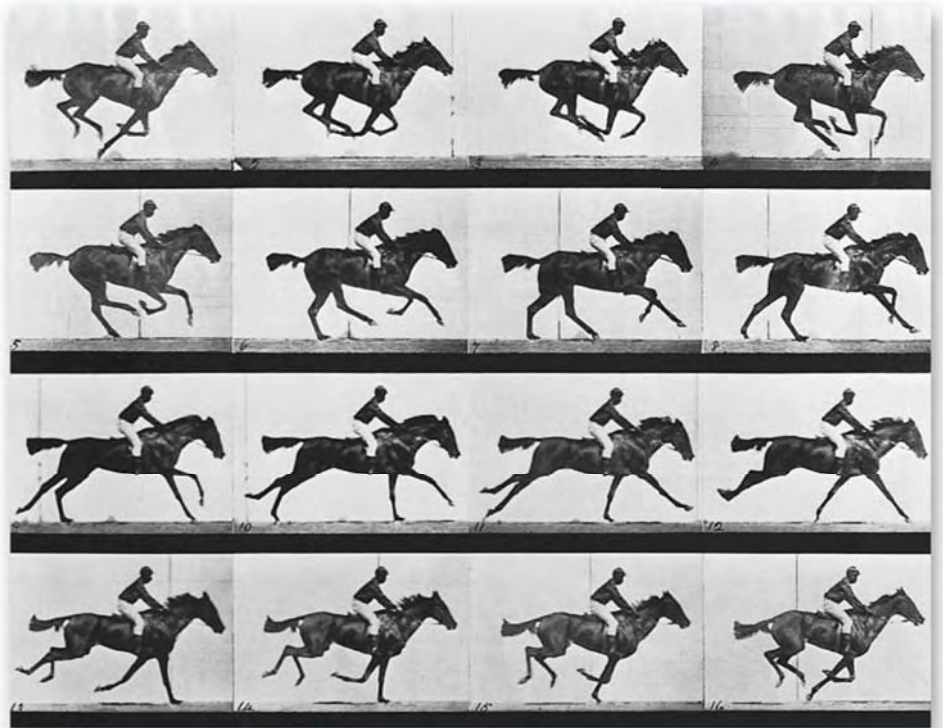
Eadweard Muybridge had a varied career as a photographer. He devoted part of his career to motion studies. These photographic studies froze the motion of an object at an instant in time. They allowed scientists to study motion and to better understand time. The equipment he built helped lead to the development of motion pictures.

This series of photographs taken in 1878, titled "The Horse in Motion," was designed to discover if all of a running horse's legs ever left the ground at the same time.

#### SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** What do the series of photographs reveal about the question of whether all the legs of a horse ever left the ground at the same time?
- 2. Developing Historical Perspective** What reaction do you think these pictures would have generated among the general public?

 See Skillbuilder Handbook, page R23.





**MAIN IDEA****Forming Opinions**

**B** Which do you think would be more effective in spurring reforms—photographs or a realist novel? Explain.

miseries of French workers in small shops, factories, and coal mines. His revelations shocked readers and spurred reforms of labor laws and working conditions in France. The famous English realist novelist Charles Dickens created unforgettable characters and scenes of London's working poor. Many of the scenes were humorous, but others showed the despair of London's poor. In his book *Little Dorrit*, Dickens described the life of a working-class person as sheer monotony set in a gloomy neighborhood. **B**

## Impressionists React Against Realism

Beginning in the 1860s, a group of painters in Paris reacted against the realist style. Instead of showing life “as it really was,” they tried to show their impression of a subject or a moment in time. For this reason, their style of art came to be known as **impressionism**. Fascinated by light, impressionist artists used pure, shimmering colors to capture a moment seen at a glance.

**Life in the Moment** Unlike the realists, impressionists showed a more positive view of the new urban society in western Europe. Instead of abused workers, they showed shop clerks and dock workers enjoying themselves in dance halls and cafés. They painted performers in theaters and circuses. And they glorified the delights of the life of the rising middle class. Claude Monet (moh•NAY), Edgar Degas (duh•GAH), and Pierre-Auguste Renoir (ruhn•WHAR) were leaders in the movement that became very popular.

Composers also created impressions of mood and atmosphere. By using different combinations of instruments, tone patterns, and music structures, they were able to create mental pictures of such things as flashing lights, the feel of a warm summer day, or the sight of the sea. French composers Maurice Ravel and Claude Debussy are the most notable members of the impressionist music movement.

Changes in political, social, artistic, and intellectual movements during the 19th century signaled important changes in daily life. One of the most significant causes of change was industrialization, which you will learn about in Chapter 25.

**SECTION****4****ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- romanticism
- realism
- impressionism

**USING YOUR NOTES**

2. What was the goal of realist writers?

*I. The Romantic Movement*  
A.  
B.  
*II. The Shift to Realism in the Arts*

**MAIN IDEAS**

3. What was the key element of romanticism?
4. What characteristics did photography have that made it the art of the industrial age?
5. What was the goal of impressionist painters?

**CRITICAL THINKING & WRITING**

6. **COMPARING AND CONTRASTING** How are the movements of romanticism and realism alike and different?
7. **ANALYZING CAUSES** How might a realist novel bring about changes in society? Describe the ways by which this might happen.
8. **SUMMARIZING** How did nationalism influence the artistic movements you read about?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Listen to a piece of music by Beethoven, and then listen to a piece of contemporary music that you like. Write a **comparison-and-contrast essay** on the two pieces of music.

**CONNECT TO TODAY** Creating an Arts Chart

Look at newspaper listings for films being shown today. Make a **chart** showing which of them might be categorized as romantic and which might be categorized as realistic. Present reasons why each film fell into the designated category.



## Revolutions in Painting

European painting underwent revolutionary changes during the 1800s. In the early years, romanticism—which stressed emotion above all else—was the dominant style. As revolutions swept Europe in the 1840s, some artists rejected romanticism in favor of realism. They portrayed common people and everyday life in a realistic manner. Toward the end of the century, art underwent another revolution, influenced by scientific discoveries about vision. Impressionist painters experimented with light and color to capture their impressions of a passing moment.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on 19th-century painting go to [classzone.com](http://classzone.com)

### ▼ Romanticism

In their eagerness to explore emotion, romantic artists had certain favorite subjects: nature, love, religion, and nationalism. This painting, *The Lion Hunt* by Eugène Delacroix, shows that violence and exotic cultures were also popular themes. The swirling capes, snarling lions, and bold reds and yellows help convey the ferocity of the hunt.







### ▲ Realism

*The Stone Breakers* by Gustave Courbet shows that realist artists tried to portray everyday life just as it was, without making it pretty or trying to tell a moralistic story. Notice how the workers' clothes are torn and shabby. The boy rests the heavy basket of stones on his knee to ease his burden, while the man bends to his task. The colors are dull and gritty, just as the job itself is.


### ▼ Impressionism

The impressionists wanted to record the perceptions of the human eye rather than physical reality. To do this, they tried to portray the effect of light on landscapes and buildings. They combined short strokes of many colors to create a shimmering effect. They also used brighter, lighter colors than the artists before them had used. As the painting *Ducal Palace, Venice* by Claude Monet shows, the impressionists often painted water because of its reflective nature.



### Connect to Today

**1. Developing Historical Perspective** If you were a political revolutionary of the 1800s, which of these artistic styles would you use for your propaganda posters? Why?

 See Skillbuilder Handbook, page R12.

**2. Drawing Conclusions** Impressionism remains extremely popular more than a century after it was first developed. What do you think accounts for its popularity today?



# Chapter 24 Assessment

## TERMS & NAMES

Briefly explain the importance of each of the following to the revolutions in Latin America or Europe.

1. conservative
2. liberal
3. nationalism
4. nation-state
5. realpolitik
6. romanticism
7. realism
8. impressionism

## MAIN IDEAS

### Latin American Peoples Win Independence

Section 1 (pages 681–686)

9. What caused the creoles in South America to rebel against Spain?
10. What role did Agustín de Iturbide play in the independence of Mexico?
11. Who was Dom Pedro, and what role did he play in Brazil's move to independence?

### Europe Faces Revolutions Section 2 (pages 687–691)

12. How is a liberal different from a conservative?
13. How successful were the revolts of 1848? Explain.
14. Why did the French accept Louis-Napoleon as an emperor?

### Case Study: Nationalism Section 3 (pages 692–697)

15. How did nationalism in the 1800s work as a force for both disunity and unity?
16. What approaches did Camillo di Cavour use to acquire more territory for Piedmont-Sardinia?
17. What strategy did Otto von Bismarck use to make Prussia the leader of a united Germany?

## Revolutions in the Arts Section 4 (pages 698–703)

18. What are five elements of romanticism?
19. What are two ideas or attitudes of the romantic movement that reflect the ideals of nationalism?
20. What new conditions caused a change in the arts from romanticism to realism?

## CRITICAL THINKING

### 1. USING YOUR NOTES

Using a chart, describe the nationalist movement in each of the countries listed and the results of each movement.

Country	Nationalism and Its Results
Mexico	
Greece	
Italy	
Germany	

### 2. EVALUATING DECISIONS

**POWER AND AUTHORITY** Why do you think Giuseppe Garibaldi stepped aside to let Victor Emmanuel II rule areas that Garibaldi had conquered in southern Italy?

### 3. ANALYZING MOTIVES

**REVOLUTION** How do you think nationalism might help revolutionaries overcome the disadvantages of old weapons and poor supplies to win a war for national independence? Explain.

### 4. MAKING INFERENCES

Do you believe the Latin American revolutions would have occurred without a push from European events? Explain.

### 5. SYNTHESIZING

**CULTURAL INTERACTION** How did artistic and intellectual movements reflect and fuel changes in Europe in the 1800s?

## VISUAL SUMMARY

### Nationalist Revolutions Sweep the West

#### NATIONALISM

##### Latin America

- Enlightenment ideas
- Haiti: slave-led
- South America: creole-led, especially Bolívar and San Martín
- Brazil: royalty-led

##### 1830 & 1848 Revolutions

- Reactions against conservatives
- A few reforms
- Most failed

##### Unification Movements

- Garibaldi begins in Italy.
- Prime Minister Cavour completes the task.
- Prime Minister Bismarck leads the way in Germany.

##### The Arts

- Romantics inspired by emotion
- Dedication to common people or the group
- Realists see flaws and set new goals for nation.
- Impressionists capture the moment.



## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

When I say that we must strive continually to be ready for all emergencies, I advance the proposition that, on account of our geographical position, we must make greater efforts than other powers would be obliged to make in view of the same ends. We lie in the middle of Europe. We have at least three fronts on which we can be attacked. France has only an eastern boundary; Russia only its western, exposed to assault. . . . So we are spurred forward on both sides to endeavors which perhaps we would not make otherwise.

**OTTO VON BISMARCK**, *speech to the German parliament on February 6, 1888*

1. According to Bismarck, what key factor makes Germany a potential target for invasion?
  - A. dangerous neighbors
  - B. three borders to protect
  - C. location in the middle of Europe
  - D. massive supplies of coal and iron
2. Based on his remarks above, what actions might Bismarck take?
  - A. form alliances with other nations in Europe
  - B. make peace with France
  - C. make peace with England
  - D. expand industry

Use this 20th-century mural titled *Grito de Dolores* painted by Juan O’Gorman and your knowledge of world history to answer question 3.



3. Look at the people portrayed in the mural. What does the artist suggest about the Mexican revolt against the Spanish?
  - A. It was condemned by the Catholic Church.
  - B. Only the poor fought against Spanish rule.
  - C. People of all classes fought against Spanish rule.
  - D. Only Indians fought Spanish rule.

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 680, you were asked to create a symbol for your newly independent country. Show your symbol to the class. Explain the elements of your design and what they are intended to express. With your classmates’ comments in mind, what might you change in your design?

### 2. WRITING ABOUT HISTORY

Write a **speech** that might have been delivered somewhere in Europe at a rally for Greek independence. Urge the country’s leaders to help the Greeks in their struggle for independence from the Ottoman Empire. Consider the following:

- the connections of Greece to Europeans
- reasons to support Greek revolutionaries
- the cause of democracy

### INTEGRATED TECHNOLOGY

#### Creating a Web Page

Use the Internet, newspapers, magazines, and your own experience to make a list of movies that portray social and political conditions. Then create a Web page that classifies each portrayal as either romantic or realistic. Remember to focus on the meanings of the terms romantic and realistic as they apply to the two movements in art and literature. You may want to include on your Web page:

- descriptions of movie plots or character portrayals
- still shots from movies that support your conclusions
- romantic or realistic quotations from movies



# Revolutions Across Time

Revolution—which is a sudden or significant change in the old ways of doing things—can occur in many areas, such as government, technology, or art. In Unit 5, you studied political revolutions in Europe and the Americas, in which people rebelled against unjust rulers to gain more rights. Each revolution led to major changes in governmental, social, and economic structures. In these six pages, you will gain a better understanding of those revolutions by examining their similarities and differences.

## English Civil War and Glorious Revolution ►

In 1642, civil war broke out between those who supported Parliament and those who supported the king. Parliament won and set up a commonwealth, led by Oliver Cromwell. In time, he became a dictator. After his death, the monarchy returned, but tensions built anew. In 1688, Parliament ousted King James II, shown at right, in the Glorious Revolution and invited William and Mary to rule.



1642

1776

1789



## ◀ American Revolution

After 1763, Americans began to resent British rule. Clashes such as the Boston Massacre, shown at left, took place. The colonies declared their independence in 1776. War ensued, and the United States won its freedom by defeating Britain.

## ▼ French Revolution

Beginning in 1789, the French people rose up to overthrow their king. The uprisings included the march by hungry women shown below. Differing goals soon split the revolutionaries. Several years of terror followed. Napoleon restored order and eventually made himself emperor of France.







1791

### ▲ Latin American Revolutions

**From 1791 to 1824**, revolutions took place in Haiti, Mexico, and the huge Spanish empire that spread across Central and South America. By the end of that period, nearly all of Latin America had gained its independence from European control. One of South America's great liberators was José de San Martín, shown in the painting above.



## Model of a Revolution

From his study of the French Revolution, historian Crane Brinton developed a model of the stages that revolutions often go through. The model below is based on his work. Compare it with the revolutions you learned about in this unit.

**STAGE**  
**1**

### Fall of the Old Order

Revolutions usually cannot occur until a ruler becomes weak. Often this weakness results in problems such as starvation and unfair taxes. Anger builds until the ruler is overthrown.

**STAGE**  
**2**

### Rule by Moderates

The people relax because they think they have achieved their goal. A moderate group rules. But simply overthrowing the old order rarely solves the problems that led to the revolution.

**STAGE**  
**3**

### The Terror

When people realize that the old problems still exist, they look for someone to blame. Radicals take control, push for more extreme changes, and execute "enemies of the revolution."

**STAGE**  
**4**

### Turn from Radical Rule

In time, the violence sickens people, and the use of terror ends. The former radicals adopt a more gradual plan for effecting change.

**STAGE**  
**5**

### Military Rule

The terror often kills most of a country's leaders. Then the turn from radicalism makes people doubt revolutionary ideals. A military leader steps into the gap and becomes dictator.

**STAGE**  
**6**

### Restoration

When the dictatorship ends, through death or overthrow, a power vacuum results. The order that existed before the revolution is restored.

## Comparing & Contrasting

1. Which of the revolutions on the time line, besides the French Revolution, is most like the model? Explain.
2. Which revolution is least like the model? Explain.





## Causes of the Revolutions

Each of the revolutions you studied in this unit had political, economic, and social causes, as shown in the chart below. Some of the causes mentioned on the chart are the subjects of the primary sources located on the next page. Use the chart and the primary sources together to understand the causes of revolution more fully.

	England	North America	France	Latin America
<b>Political</b>	<ul style="list-style-type: none"> <li>King claimed divine right.</li> <li>King dissolved Parliament.</li> <li>Parliament sought guarantee of freedoms.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists accused British leaders of tyranny.</li> <li>Colonists demanded the same rights as English citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Third Estate wanted greater representation.</li> <li>Louis XVI was a weak ruler; his wife was unpopular.</li> <li>American Revolution inspired political ideas.</li> </ul>	<ul style="list-style-type: none"> <li>French Revolution inspired political ideas.</li> <li>Royal officials committed injustices and repression.</li> <li>Napoleon's conquest of Spain triggered revolts.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>King wanted money for wars.</li> <li>King levied taxes and fines without Parliament's approval.</li> </ul>	<ul style="list-style-type: none"> <li>Britain imposed mercantilism.</li> <li>Britain expected colonies to pay for defense.</li> <li>Colonists opposed taxation without representation.</li> </ul>	<ul style="list-style-type: none"> <li>Wars and royal extravagance created debt.</li> <li>Inflation and famine caused problems.</li> <li>Peasants made little money but paid high taxes.</li> </ul>	<ul style="list-style-type: none"> <li>Peninsulares and creoles controlled wealth.</li> <li>Lower classes toiled as peasants with little income or as slaves.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>Early Stuart kings refused to make Puritan reforms.</li> <li>Parliament feared James II would restore Catholicism.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists began to identify as Americans.</li> <li>Colonists were used to some independence.</li> <li>Enlightenment ideas of equality and liberty spread.</li> </ul>	<ul style="list-style-type: none"> <li>Third Estate resented the First and Second estates' privileges.</li> <li>Enlightenment ideas of equality and liberty spread.</li> </ul>	<ul style="list-style-type: none"> <li>Only peninsulares and creoles had power.</li> <li>Mestizos, mulattos, Africans, and Indians had little status.</li> <li>Educated creoles spread Enlightenment ideas.</li> </ul>

### SKILLBUILDER: Interpreting Charts

- Analyzing Causes** What was the most frequent political cause of revolution? economic cause? social cause?
- Contrasting** How did the causes of the revolutions in Latin America differ from those of the other three revolutions?



◀ In the 1780s, many French peasants could not afford bread to feed their families. At the same time, Marie Antoinette spent so much money on clothes that her enemies called her Madame Deficit. The harsh contrast between starvation and luxury sparked the anger that led to the Revolution.



## PRIMARY SOURCE

### Political Cartoon, 1789

This French political cartoon portrayed the way the privileges of the First and Second estates affected the Third Estate.



#### DOCUMENT-BASED QUESTION

*Do you think a member of the First, Second, or Third Estate created this cartoon? Interpret the cartoon and explain who was most likely to hold the viewpoint conveyed.*

## PRIMARY SOURCE

### INTERACTIVE

### The English Bill of Rights, 1689

This excerpt from the English Bill of Rights attempted to justify the Glorious Revolution by describing the injustices King James II committed.

The late King James the Second, by the assistance of diverse evil counselors, judges and ministers employed by him, did endeavor to subvert and extirpate [destroy] the Protestant religion and the laws and liberties of this kingdom;

By assuming and exercising a power of dispensing with and suspending of laws and the execution of laws without consent of Parliament; . . .

By levying money for and to the use of the Crown by pretense of prerogative [privilege] for other time and in other manner than the same was granted by Parliament;

By raising and keeping a standing army within this kingdom in time of peace without consent of Parliament; . . .

By violating the freedom of election of members to serve in Parliament; . . .

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects;

And excessive fines have been imposed;

And illegal and cruel punishments inflicted.

#### DOCUMENT-BASED QUESTION

*According to this document, how did King James II take away power from Parliament? How did he violate the rights of citizens?*

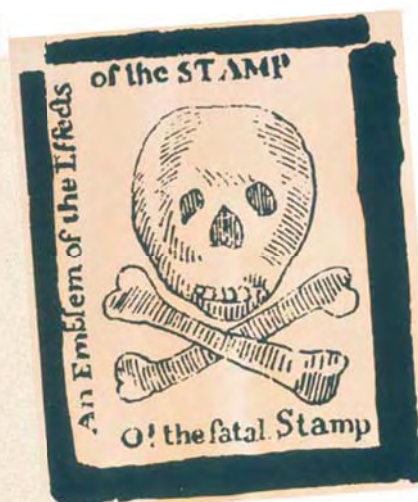
## PRIMARY SOURCE

### Political Cartoon, 1765

This political cartoon expressed an opinion about the Stamp Act. The act was a British law that required all legal and commercial documents in the American colonies to carry a stamp showing that a tax had been paid.

#### DOCUMENT-BASED QUESTION

*What opinion does this cartoon express about the effect of the Stamp Act on the American economy?*



## Comparing & Contrasting

1. How are the opinions expressed by the three primary sources similar?
2. Reread the excerpt from the English Bill of Rights. Based on this document, what causes could you add to the chart on page 708?





# Effects of Revolutions

The chart below shows political, economic, and social effects of the various revolutions. The primary sources on these two pages describe the political outcomes that three different revolutionaries expected to achieve. Use the chart and the primary sources together to understand the effects of revolution more fully.

	England	North America	France	Latin America
<b>Political</b>	<ul style="list-style-type: none"> <li>A constitutional monarchy was established.</li> <li>The Bill of Rights increased Parliament's power and guaranteed certain rights.</li> <li>The overthrow of a monarch helped inspire American revolutionaries.</li> </ul>	<ul style="list-style-type: none"> <li>The United States gained independence.</li> <li>The Constitution set up a republican government.</li> <li>Revolutionary ideals continued to inspire groups seeking political equality.</li> <li>The American Revolution inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution led to a succession of governments: a republic, a dictatorship, a restored monarchy.</li> <li>It created expectations for equality and freedom that sparked later uprisings in France.</li> <li>It inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all colonial rule in Latin America ended.</li> <li>New countries were established.</li> <li>Representative government was slow to develop. The military or the wealthy controlled much of the region until the late 1900s.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>Because it was answerable to taxpayers, Parliament encouraged trade.</li> </ul>	<ul style="list-style-type: none"> <li>The removal of Britain's mercantilist policies allowed free enterprise to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution and ensuing wars with Europe devastated France's economy.</li> </ul>	<ul style="list-style-type: none"> <li>Upper classes kept control of wealth.</li> <li>Many places kept the plantation system.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>England remained Protestant.</li> </ul>	<ul style="list-style-type: none"> <li>The ideals of the Revolution continued to inspire groups seeking social equality.</li> </ul>	<ul style="list-style-type: none"> <li>The French feudal system was abolished.</li> </ul>	<ul style="list-style-type: none"> <li>Much of Latin America continued to have a strong class system.</li> </ul>

## SKILLBUILDER: Interpreting Charts

- Contrasting** Which revolutions had positive economic effects, and which had negative? Explain.
- Recognizing Effects** What common political effect did the revolutions in North America and Latin America achieve?

## PRIMARY SOURCE

### INTERACTIVE

### Thomas Paine

In this excerpt from the pamphlet *Common Sense*, Thomas Paine described the ideal government he wanted to see set up after the American Revolution.

But where, say some, is the king of America? I'll tell you, friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Great Britain. . . . Let a day be solemnly set apart for proclaiming the charter [constitution]; let it be brought forth placed on the divine law, the Word of God; let a crown be placed thereon, by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING. For as in absolute governments the king is law, so in free countries the law *ought* to BE king, and there ought to be no other.

### DOCUMENT-BASED QUESTION

What did Paine believe should be the highest power in a new American government?





## PRIMARY SOURCE

### Simón Bolívar

“The Jamaica Letter” is one of Simón Bolívar’s most important political documents. In this excerpt, he discussed his political goals for South America after the revolution—and his fear that South Americans were not ready to achieve those goals.

The role of the inhabitants of the American hemisphere has for centuries been purely passive. Politically they were non-existent. . . . We have been harassed by a conduct which has not only deprived us of our rights but has kept us in a sort of permanent infancy with regard to public affairs. . . . Americans today, and perhaps to a greater extent than ever before, who live within the Spanish system occupy a position in society no better than that of serfs destined for labor. . . . Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic.

INTERACTIVE



### DOCUMENT-BASED QUESTION

*Why did Bolívar believe that South Americans were not ready for a republican form of government?*

## PRIMARY SOURCE

### Maximilien Robespierre

In a speech given on February 5, 1794, Robespierre described his goals for the French Revolution. In this excerpt, he explained his reasons for using terror.

It is necessary to annihilate both the internal and external enemies of the republic or perish with its fall. Now, in this situation your first political maxim should be that one guides the people by reason, and the enemies of the people by terror.

If the driving force of popular government in peacetime is virtue, that of popular government during a revolution is both virtue and terror: virtue, without which terror is destructive; terror, without which virtue is impotent. Terror is only justice that is prompt, severe, and inflexible; it is thus an emanation of virtue; it is less a distinct principle than a consequence of the general principle of democracy applied to the most pressing needs of the patrie [nation].

### DOCUMENT-BASED QUESTION

*Why did Robespierre believe the use of terror against his enemies was necessary?*



INTERACTIVE

## Comparing & Contrasting

1. Judging from the information on the chart, which revolutions resulted in the establishment of representative government, and which resulted in a return to tyrannical rule?
2. How do the political goals of the revolutionary leaders quoted here differ?
3. Compare the types of government set up in the United States, France, and Latin America after their revolutions. Did Paine, Robespierre, and Bolívar achieve the political goals quoted? Explain.

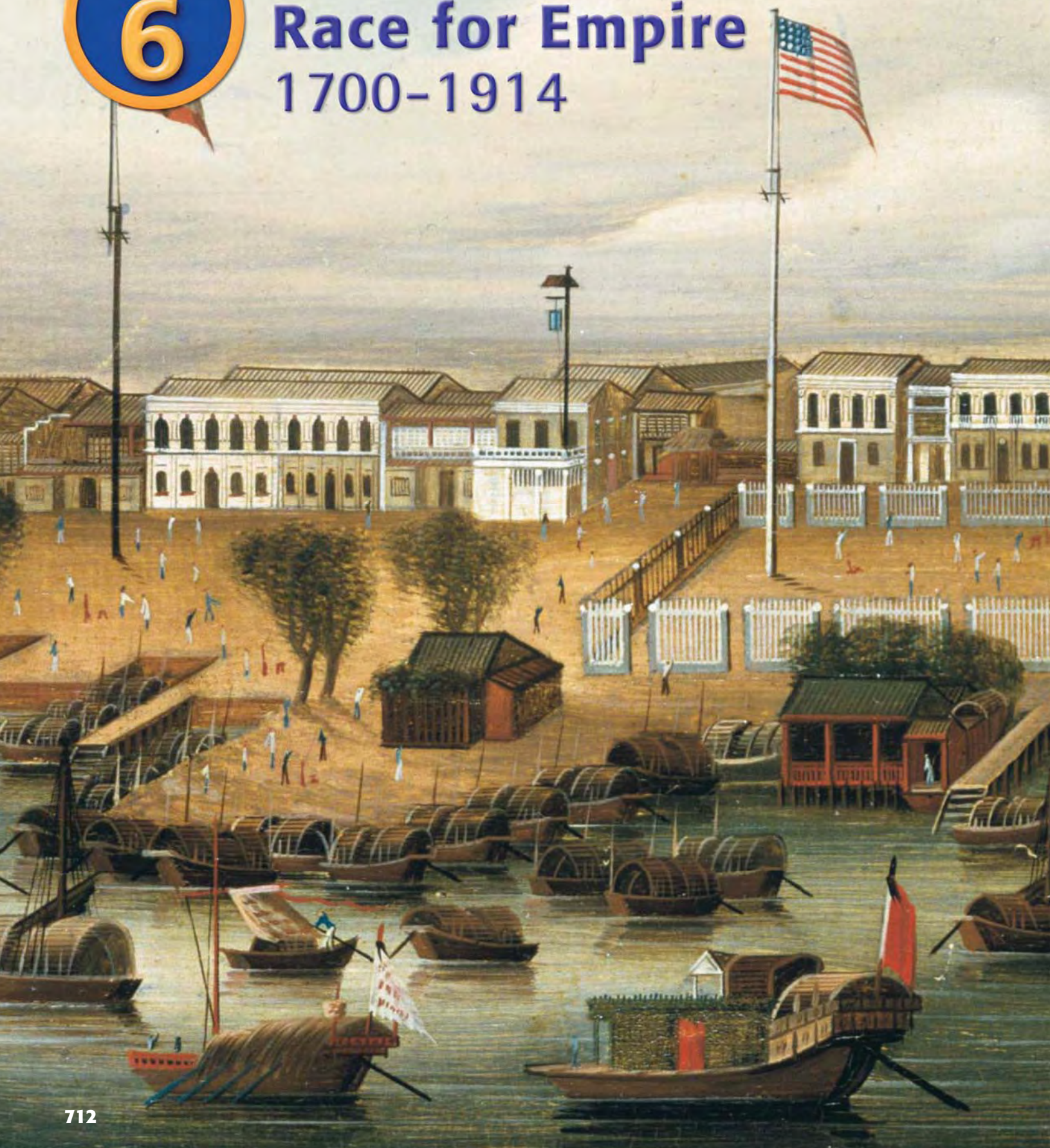
### EXTENSION ACTIVITY

Revolutionary activity continued after the period covered by this unit. Two major 20th-century revolutions were the Russian Revolution (see Chapter 30) and the Chinese revolution and civil war (see Chapter 30 and Chapter 33). Read about one of these revolutions either in this textbook or in an encyclopedia. Then create a chart comparing that revolution with either the American Revolution or the French Revolution.



UNIT  
**6**

# Industrialism and the Race for Empire 1700–1914







Although this painting shows Canton, China, the flags flying over the fenced-in areas near the shore are those of Spain, the United States, Great Britain, and the Netherlands. Canton was one of only two Chinese ports open to Westerners until 1842.

### Comparing & Contrasting

#### Scientific and Technological Changes

In Unit 6, you will learn about scientific and technological changes that led to the Industrial Revolution and helped Western nations establish colonies around the world. At the end of the unit, you will have a chance to compare and contrast those changes. (See pages 830–835.)



# CHAPTER 25

## The Industrial Revolution, 1700–1900

### Previewing Main Ideas

**SCIENCE AND TECHNOLOGY** From the spinning jenny to the locomotive train, there was an explosion of inventions and technological advances. These improvements paved the way for the Industrial Revolution.

**Geography** *What other European countries besides England had coal, iron, and textile industries in the 1800s?*

**EMPIRE BUILDING** The global power balance shifted after the Industrial Revolution. This shift occurred because industrialized nations dominated the rest of the world.

**Geography** *Study the map. Which country appears to be the most industrialized?*

**ECONOMICS** The Industrial Revolution transformed economic systems. In part, this was because nations dramatically changed the way they produced and distributed goods.

**Geography** *What geographic factors might have encouraged the development of industry in certain places?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



**VIDEO** *Patterns of Interaction* video series: *The Industrial and Electronic Revolutions*



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE AND  
UNITED STATES

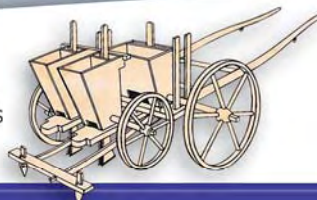
1700

1750

WORLD

1701

Jethro Tull invents seed drill. ▶



1765

James Watt builds steam engine.

1736

Qian-long begins his reign as emperor of China. (Imperial Palace compound at Beijing) ▶







## Industry in Europe, 1870

- Industrialization 1870**
- City population greater than 250,000
  - Major railroads constructed by 1870
- Industry**
- Ironworking
  - Textile industry
  - Coal mining



**1793**  
Eli Whitney  
invents  
cotton gin. ▶



**1848**  
Marx and Engels  
publish *The Communist  
Manifesto*. ▶



**1875**  
British unions win  
right to strike.

**1800**

**1850**

**1900**

**1804**  
Haiti wins freedom  
from France.

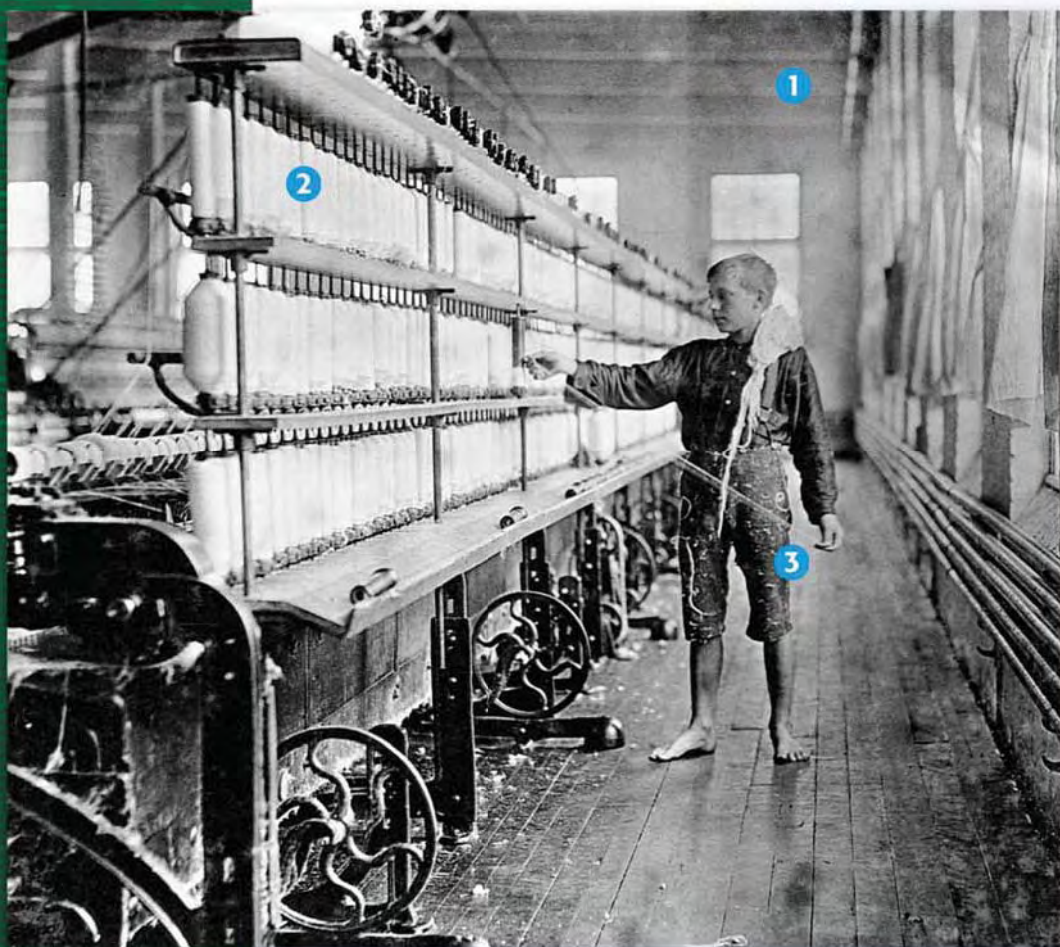
**1867**  
Meiji era begins a  
period of modernization  
in Japan.

**1869**  
Suez Canal  
opens in Africa.



## *What are fair working conditions?*

You are a 15-year-old living in England where the Industrial Revolution has spurred the growth of thousands of factories. Cheap labor is in great demand. Like millions of other teenagers, you do not go to school. Instead, you work in a factory 6 days a week, 14 hours a day. The small pay you receive is needed to help support your family. You trudge to work before dawn every day and work until after sundown. Inside the workplace the air is hot and foul, and after sunset it is so dark it is hard to see. Minding the machines is exhausting, dirty, and dangerous.



**1 Long hours:** The sun may be shining through the windows as this child's day begins, but it will have disappeared by the time his day ends.

**2 Dangerous machines:** Children usually worked in bare feet with no safety equipment among machines with many moving parts.

**3 Hot temperatures and dust-filled air:** Dust particles from thousands of bobbins cling to the clothing and hang in air heated by the machinery.

### EXAMINING *the* ISSUES

- **Would you attempt to change your working conditions in the factory?**
- **Would you join a union, go to school, or run away?**

In small groups, discuss these questions. Share your conclusions with your class. In your discussions, think about how children lived in preindustrial and industrial societies all over the world. As you read about the changes caused by industrialization, note how reform movements eventually improved conditions for most laborers.





# The Beginnings of Industrialization

## MAIN IDEA

### SCIENCE AND TECHNOLOGY

The Industrial Revolution started in England and soon spread to other countries.

## WHY IT MATTERS NOW

The changes that began in Britain paved the way for modern industrial societies.

## TERMS & NAMES

- Industrial Revolution
- enclosure
- crop rotation
- industrialization
- factors of production
- factory
- entrepreneur

**SETTING THE STAGE** In the United States, France, and Latin America, political revolutions brought in new governments. A different type of revolution now transformed the way people worked. The **Industrial Revolution** refers to the greatly increased output of machine-made goods that began in England in the middle 1700s. Before the Industrial Revolution, people wove textiles by hand. Then, machines began to do this and other jobs. Soon the Industrial Revolution spread from England to Continental Europe and North America.

## Industrial Revolution Begins in Britain

In 1700, small farms covered England's landscape. Wealthy landowners, however, began buying up much of the land that village farmers had once worked. The large landowners dramatically improved farming methods. These innovations amounted to an agricultural revolution.

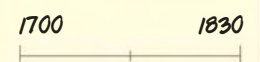
**The Agricultural Revolution Paves the Way** After buying up the land of village farmers, wealthy landowners enclosed their land with fences or hedges. The increase in their landholdings enabled them to cultivate larger fields. Within these larger fields, called **enclosures**, landowners experimented with more productive seeding and harvesting methods to boost crop yields. The enclosure movement had two important results. First, landowners tried new agricultural methods. Second, large landowners forced small farmers to become tenant farmers or to give up farming and move to the cities.

Jethro Tull was one of the first of these scientific farmers. He saw that the usual way of sowing seed by scattering it across the ground was wasteful. Many seeds failed to take root. He solved this problem with an invention called the seed drill in about 1701. It allowed farmers to sow seeds in well-spaced rows at specific depths. A larger share of the seeds took root, boosting crop yields.

**Rotating Crops** The process of **crop rotation** proved to be one of the best developments by the scientific farmers. The process improved upon older methods of crop rotation, such as the medieval three-field system discussed in Chapter 14. One year, for example, a farmer might plant a field with wheat, which exhausted soil nutrients. The next year he planted a root crop, such as turnips, to restore nutrients. This might be followed in turn by barley and then clover.

## TAKING NOTES

**Following Chronological Order** On a time line, note important events in Britain's industrialization.



► An English farmer plants his fields in the early 1700s using a seed drill.



Livestock breeders improved their methods too. In the 1700s, for example, Robert Bakewell increased his mutton (sheep meat) output by allowing only his best sheep to breed. Other farmers followed Bakewell's lead. Between 1700 and 1786, the average weight for lambs climbed from 18 to 50 pounds. As food supplies increased and living conditions improved, England's population mushroomed. An increasing population boosted the demand for food and goods such as cloth. As farmers lost their land to large enclosed farms, many became factory workers. **A**

**Why the Industrial Revolution Began in England** In addition to a large population of workers, the small island country had extensive natural resources. **Industrialization**, which is the process of developing machine production of goods, required such resources. These natural resources included

- water power and coal to fuel the new machines
- iron ore to construct machines, tools, and buildings
- rivers for inland transportation
- harbors from which merchant ships set sail

In addition to its natural resources, Britain had an expanding economy to support industrialization. Businesspeople invested in the manufacture of new inventions. Britain's highly developed banking system also contributed to the country's industrialization. People were encouraged by the availability of bank loans to invest in new machinery and expand their operations. Growing overseas trade, economic prosperity, and a climate of progress led to the increased demand for goods.

Britain's political stability gave the country a tremendous advantage over its neighbors. Though Britain took part in many wars during the 1700s, none occurred on British soil. Their military successes gave the British a positive attitude. Parliament also passed laws to help encourage and protect business ventures. Other countries had some of these advantages. But Britain had all the **factors of production**, the resources needed to produce goods and services that the Industrial Revolution required. They included land, labor, and capital (or wealth).

## Inventions Spur Industrialization

In an explosion of creativity, inventions now revolutionized industry. Britain's textile industry clothed the world in wool, linen, and cotton. This industry was the first to be transformed. Cloth merchants boosted their profits by speeding up the process by which spinners and weavers made cloth.

**Changes in the Textile Industry** As you will learn in the feature on textile technology on page 719, by 1800, several major inventions had modernized the cotton industry. One invention led to another. In 1733, a machinist named John Kay made a shuttle that sped back and forth on wheels. This flying shuttle, a boat-shaped piece

### MAIN IDEA

#### Recognizing Effects

**A** How did population growth spur the Industrial Revolution?



## Textiles Industrialize First

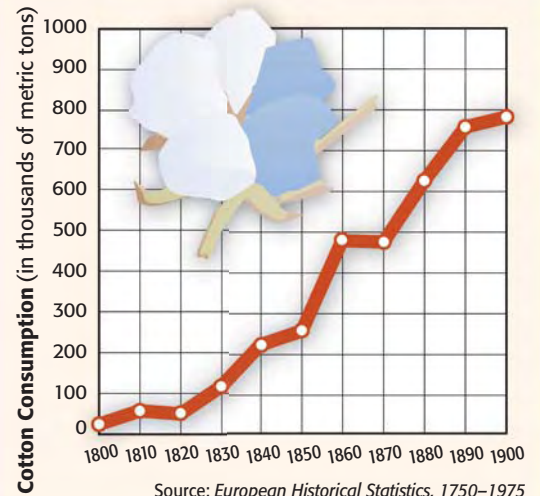
The Industrial Revolution that began in Britain was spurred by a revolution in technology. It started in the textile industry, where inventions in the late 1700s transformed the manufacture of cloth. The demand for clothing in Britain had greatly increased as a result of the population boom caused by the agricultural revolution. These developments, in turn, had an impact worldwide. For example, the consumption of cotton rose dramatically in Britain (see graph at right). This cotton came from plantations in the American South, where cotton production skyrocketed from 1820 to 1860 in response to demand from English textile mills.

► John Kay's flying shuttle (below) speedily carried threads of yarn back and forth when the weaver pulled a handle on the loom. The flying shuttle greatly increased the productivity of weavers.



▲ Flying shuttle

### British Cotton Consumption, 1800–1900



### Patterns of Interaction

*Technology Transforms an Age: The Industrial and Electronic Revolutions*

Inventions in the textile industry started in Britain and brought about the Industrial Revolution. This revolution soon spread to other countries. The process of industrialization is still spreading around the world, especially in developing countries. A similar technological revolution is occurring in electronics today, transforming the distribution of information around the world.

### Connect to Today

- 1. Synthesizing** How might the technological innovation and industrialization that took place in the textile industry during the Industrial Revolution have provided a model for other industries?  
 See Skillbuilder Handbook, Page R21.
- 2. Recognizing Effects** Research the textile industry today to learn how it has been affected by new technology, including computerization. Prepare a two-paragraph summary on the effects of the new technology.





### Inventions in America

In the United States, American inventors worked at making railroad travel more comfortable, inventing adjustable upholstered seats. They also revolutionized agriculture, manufacturing, and communications:

- 1831** Cyrus McCormick's reaper boosted American wheat production.
- 1837** Samuel F. B. Morse, a New England painter, first sent electrical signals over a telegraph.
- 1851** I. M. Singer improved the sewing machine by inventing a foot treadle (see photograph).
- 1876** Scottish-born inventor Alexander Graham Bell patented the telephone.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a photo exhibit on American inventions of the 19th century. Include the name of the inventor and the date with each photograph. Go to [classzone.com](http://classzone.com) for your research.

of wood to which yarn was attached, doubled the work a weaver could do in a day. Because spinners could not keep up with these speedy weavers, a cash prize attracted contestants to produce a better spinning machine. Around 1764, a textile worker named James Hargreaves invented a spinning wheel he named after his daughter. His spinning jenny allowed one spinner to work eight threads at a time.

At first, textile workers operated the flying shuttle and the spinning jenny by hand. Then, Richard Arkwright invented the water frame in 1769. This machine used the waterpower from rapid streams to drive spinning wheels. In 1779, Samuel Crompton combined features of the spinning jenny and the water frame to produce the spinning mule. The spinning mule made thread that was stronger, finer, and more consistent than earlier spinning machines. Run by waterpower, Edmund Cartwright's power loom sped up weaving after its invention in 1787. **B**

The water frame, the spinning mule, and the power loom were bulky and expensive machines. They took the work of spinning and weaving out of the house. Wealthy textile merchants set up the machines in large buildings called **factories**. Factories needed waterpower, so the first ones were built near rivers and streams:

#### PRIMARY SOURCE

A great number of streams . . . furnish water-power adequate to turn many hundred mills: they afford the element of water, indispensable for scouring, bleaching, printing, dyeing, and other processes of manufacture: and when collected in their larger channels, or employed to feed canals, they supply a superior inland navigation, so important for the transit of raw materials and merchandise.

**EDWARD BAINS**, *The History of Cotton Manufacture in Great Britain* (1835)

England's cotton came from plantations in the American South in the 1790s. Removing seeds from the raw cotton by hand was hard work. In 1793, an American inventor named Eli Whitney invented a machine to speed the chore. His cotton gin multiplied the amount of cotton that could be cleaned. American cotton production skyrocketed from 1.5 million pounds in 1790 to 85 million pounds in 1810.

#### MAIN IDEA

##### Summarizing

**B** What inventions transformed the textile industry?



## Improvements in Transportation

Progress in the textile industry spurred other industrial improvements. The first such development, the steam engine, stemmed from the search for a cheap, convenient source of power. As early as 1705, coal miners were using steam-powered pumps to remove water from deep mine shafts. But this early model of a steam engine gobbled great quantities of fuel, making it expensive to run.

**Watt's Steam Engine** James Watt, a mathematical instrument maker at the University of Glasgow in Scotland, thought about the problem for two years. In 1765, Watt figured out a way to make the steam engine work faster and more efficiently while burning less fuel. In 1774, Watt joined with a businessman named Matthew Boulton. Boulton was an **entrepreneur** (AHN•truh•pruh•NUR), a person who organizes, manages, and takes on the risks of a business. He paid Watt a salary and encouraged him to build better engines.

**Water Transportation** Steam could also propel boats. An American inventor named Robert Fulton ordered a steam engine from Boulton and Watt. He built a steamboat called the *Clermont*, which made its first successful trip in 1807. The *Clermont* later ferried passengers up and down New York's Hudson River.

In England, water transportation improved with the creation of a network of canals, or human-made waterways. By the mid-1800s, 4,250 miles of inland channels slashed the cost of transporting both raw materials and finished goods.

**Road Transportation** British roads improved, too, thanks largely to the efforts of John McAdam, a Scottish engineer. Working in the early 1800s, McAdam equipped road beds with a layer of large stones for drainage. On top, he placed a carefully smoothed layer of crushed rock. Even in rainy weather heavy wagons could travel over the new "macadam" roads without sinking in mud.

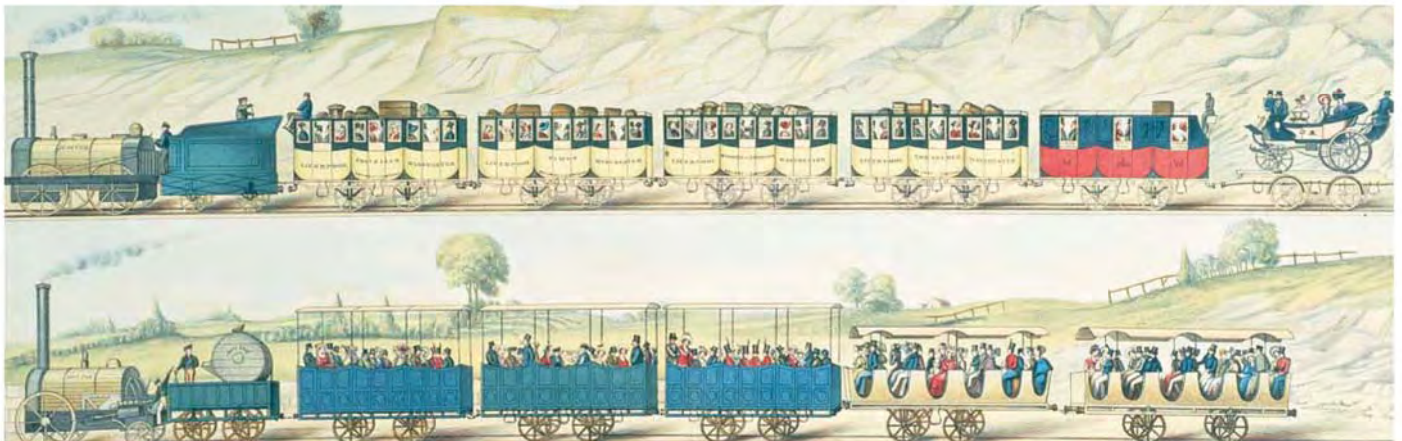
Private investors formed companies that built roads and then operated them for profit. People called the new roads turnpikes because travelers had to stop at toll-gates (turnstiles or turnpikes) to pay tolls before traveling farther.

## The Railway Age Begins

Steam-driven machinery powered English factories in the late 1700s. A steam engine on wheels—the railroad locomotive—drove English industry after 1820.

**Steam-Driven Locomotives** In 1804, an English engineer named Richard Trevithick won a bet of several thousand dollars. He did this by hauling ten tons of iron over nearly ten miles of track in a steam-driven locomotive. Other British engineers soon built improved versions of Trevithick's locomotive. One of these early

▼ First-class passengers on the Liverpool-Manchester Railway in the 1830s rode in covered cars; all others, in open cars.






▲ George Stephenson's Rocket

railroad engineers was George Stephenson. He had gained a solid reputation by building some 20 engines for mine operators in northern England. In 1821, Stephenson began work on the world's first railroad line. It was to run 27 miles from the Yorkshire coal fields to the port of Stockton on the North Sea. In 1825, the railroad opened. It used four locomotives that Stephenson had designed and built.

**The Liverpool-Manchester Railroad** News of this success quickly spread throughout Britain. The entrepreneurs of northern England wanted a railroad line to connect the port of Liverpool with the inland city of Manchester. The track was laid. In 1829, trials were held to choose the best locomotive for use on the new line. Five engines entered the competition. None could compare with the *Rocket*, designed by Stephenson and his son.


Smoke poured from the *Rocket*'s tall smokestack, and its two pistons pumped to and fro as they drove the front wheels. The locomotive hauled a 13-ton load at an unheard-of speed—more than 24 miles per hour. The Liverpool-Manchester Railway opened officially in 1830. It was an immediate success.

**Railroads Revolutionize Life in Britain** The invention and perfection of the locomotive had at least four major effects. First, railroads spurred industrial growth by giving manufacturers a cheap way to transport materials and finished products. Second, the railroad boom created hundreds of thousands of new jobs for both railroad workers and miners. These miners provided iron for the tracks and coal for the steam engines. Third, the railroads boosted England's agricultural and fishing industries, which could transport their products to distant cities.

Finally, by making travel easier, railroads encouraged country people to take distant city jobs. Also, railroads lured city dwellers to resorts in the countryside. Like a locomotive racing across the country, the Industrial Revolution brought rapid and unsettling changes to people's lives. 

#### MAIN IDEA

#### Synthesizing

 How did improvements in transportation promote industrialization in Britain?

## SECTION

# 1

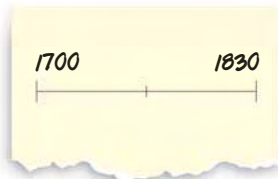
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Industrial Revolution • enclosure • crop rotation • industrialization • factors of production • factory • entrepreneur

### USING YOUR NOTES

2. Which of the events listed do you think was the most important? Explain.



### MAIN IDEAS

3. What were four factors that contributed to industrialization in Britain?
4. How did rising population help the Industrial Revolution?
5. What American invention aided the British textile industry?

### CRITICAL THINKING & WRITING

6. **EVALUATING** Was the revolution in agriculture necessary to the Industrial Revolution? Explain.
7. **MAKING INFERENCES** What effect did entrepreneurs have upon the Industrial Revolution?
8. **FORMING AND SUPPORTING OPINIONS** Do you agree or disagree with the statement that the steam engine was the greatest invention of the Industrial Revolution? Why?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **letter**, as a British government official during the Industrial Revolution, to an official in a nonindustrial nation explaining how the railroad has changed Britain.

### CONNECT TO TODAY CREATING AN ILLUSTRATED NEWS ARTICLE

Find information on a recent agricultural or technological invention or improvement. Write a two-paragraph **news article** about its economic effects and include an illustration, if possible.



# Industrialization

## CASE STUDY: Manchester

### MAIN IDEA

**ECONOMICS** The factory system changed the way people lived and worked, introducing a variety of problems.

### WHY IT MATTERS NOW

Many less-developed countries are undergoing the difficult process of industrialization today.

### TERMS & NAMES

- urbanization
- middle class

**SETTING THE STAGE** The Industrial Revolution affected every part of life in Great Britain, but proved to be a mixed blessing. Eventually, industrialization led to a better quality of life for most people. But the change to machine production initially caused human suffering. Rapid industrialization brought plentiful jobs, but it also caused unhealthy working conditions, air and water pollution, and the ills of child labor. It also led to rising class tensions, especially between the working class and the middle class.

## Industrialization Changes Life

The pace of industrialization accelerated rapidly in Britain. By the 1800s, people could earn higher wages in factories than on farms. With this money, more people could afford to heat their homes with coal from Wales and dine on Scottish beef. They wore better clothing, too, woven on power looms in England's industrial cities. Cities swelled with waves of job seekers.

**Industrial Cities Rise** For centuries, most Europeans had lived in rural areas. After 1800, the balance shifted toward cities. This shift was caused by the growth of the factory system, where the manufacturing of goods was concentrated in a central location. Between 1800 and 1850, the number of European cities boasting more than 100,000 inhabitants rose from 22 to 47. Most of Europe's urban areas at least doubled in population; some even quadrupled. This period was one of **urbanization**—city building and the movement of people to cities.

### TAKING NOTES

**Outlining** Organize main ideas and details.

#### I. Industrialization Changes Life

A.

B.

#### II. Class Tensions Grow



◀ As cities grew, people crowded into tenements and row houses such as these in London.

## The Day of a Child Laborer, William Cooper

William Cooper began working in a textile factory at the age of ten. He had a sister who worked upstairs in the same factory. In 1832, Cooper was called to testify before a parliamentary committee about the conditions among child laborers in the textile industry. The following sketch of his day is based upon his testimony.



**5 A.M.** The workday began. Cooper and his sister rose as early as 4:00 or 4:30 in order to get to the factory by 5:00. Children usually ate their breakfast on the run.



**12 NOON** The children were given a 40-minute break for lunch. This was the only break they received all day.



Factories developed in clusters because entrepreneurs built them near sources of energy, such as water and coal. Major new industrial centers sprang up between the coal-rich area of southern Wales and the Clyde River valley in Scotland. But the biggest of these centers developed in England. (See map on page 715.)

Britain's capital, London, was the country's most important city. It had a population of about one million people by 1800. During the 1800s, its population exploded, providing a vast labor pool and market for new industry. London became Europe's largest city, with twice as many people as its closest rival (Paris). Newer cities challenged London's industrial leadership. Birmingham and Sheffield became iron-smelting centers. Leeds and Manchester dominated textile manufacturing. Along with the port of Liverpool, Manchester formed the center of Britain's bustling cotton industry. During the 1800s, Manchester experienced rapid growth from around 45,000 in 1760 to 300,000 by 1850.

**Living Conditions** Because England's cities grew rapidly, they had no development plans, sanitary codes, or building codes. Moreover, they lacked adequate housing, education, and police protection for the people who poured in from the countryside to seek jobs. Most of the unpaved streets had no drains, and garbage collected in heaps on them. Workers lived in dark, dirty shelters, with whole families crowding into one bedroom. Sickness was widespread. Epidemics of the deadly disease cholera regularly swept through the slums of Great Britain's industrial cities. In 1842, a British government study showed an average life span to be 17 years for working-class people in one large city, compared with 38 years in a nearby rural area.

Elizabeth Gaskell's *Mary Barton* (1848) is a work of fiction. But it presents a startlingly accurate portrayal of urban life experienced by many at the time. Gaskell provides a realistic description of the dank cellar dwelling of one family in a Manchester slum:

▼ Elizabeth Gaskell (1810–1865) was a British writer whose novels show a sympathy for the working class.




### PRIMARY SOURCE

You went down one step even from the foul area into the cellar in which a family of human beings lived. It was very dark inside. The window-panes many of them were broken and stuffed with rags . . . the smell was so fetid [foul] as almost to knock the two men down. . . . they began to penetrate the thick darkness of the place, and to see three or four little children rolling on the damp, nay wet brick floor, through which the stagnant, filthy moisture of the street oozed up.

ELIZABETH GASKELL, *Mary Barton*

### MAIN IDEA

#### Analyzing Primary Sources

 How does Gaskell indicate her sympathy for the working class in this passage?

But not everyone in urban areas lived miserably. Well-to-do merchants and factory owners often built luxurious homes in the suburbs.





**3 P.M.** The children often became drowsy during the afternoon or evening hours. In order to keep them awake, adult overseers sometimes whipped the children.



**6 P.M.** There was no break allowed for an evening meal. Children again ate on the run.



**9 P.M.** William Cooper's day ended after an exhausting 16-hour shift at work.



**11 P.M.** Cooper's sister worked another two hours even though she had to be back at work at 5:00 the next morning.



**Working Conditions** To increase production, factory owners wanted to keep their machines running as many hours as possible. As a result, the average worker spent 14 hours a day at the job, 6 days a week. Work did not change with the seasons, as it did on the farm. Instead, work remained the same week after week, year after year.

Industry also posed new dangers for workers. Factories were seldom well lit or clean. Machines injured workers. A boiler might explode or a drive belt might catch an arm. And there was no government program to provide aid in case of injury. The most dangerous conditions of all were found in coal mines. Frequent accidents, damp conditions, and the constant breathing of coal dust made the average miner's life span ten years shorter than that of other workers. Many women and children were employed in the mining industry because they were the cheapest source of labor.

## Class Tensions Grow

Though poverty gripped Britain's working classes, the Industrial Revolution created enormous amounts of wealth in the nation. Most of this new money belonged to factory owners, shippers, and merchants. These people were part of a growing **middle class**, a social class made up of skilled workers, professionals, businesspeople, and wealthy farmers.

**The Middle Class** The new middle class transformed the social structure of Great Britain. In the past, landowners and aristocrats had occupied the top position in British society. With most of the wealth, they wielded the social and political power. Now some factory owners, merchants, and bankers grew wealthier than the landowners and aristocrats. Yet important social distinctions divided the two wealthy classes. Landowners looked down on those who had made their fortunes in the "vulgar" business world. Not until late in the 1800s were rich entrepreneurs considered the social equals of the lords of the countryside.

Gradually, a larger middle class—neither rich nor poor—emerged. The upper middle class consisted of government employees, doctors, lawyers, and managers of factories, mines, and shops. The lower middle class included factory overseers and such skilled workers as toolmakers, mechanical drafters, and printers. These people enjoyed a comfortable standard of living. **B**

### MAIN IDEA

#### Summarizing

**B** Describe the social classes in Britain.

**The Working Class** During the years 1800 to 1850, however, laborers, or the working class, saw little improvement in their living and working conditions. They watched their livelihoods disappear as machines replaced them. In frustration, some smashed the machines they thought were putting them out of work.

One group of such workers was called the Luddites. They were named after Ned Ludd. Ludd, probably a mythical English laborer, was said to have destroyed weaving machinery around 1779. The Luddites attacked whole factories in northern England beginning in 1811, destroying laborsaving machinery. Outside the factories, mobs of workers rioted, mainly because of poor living and working conditions.

## Positive Effects of the Industrial Revolution

Despite the problems that followed industrialization, the Industrial Revolution had a number of positive effects. It created jobs for workers. It contributed to the wealth of the nation. It fostered technological progress and invention. It greatly increased the production of goods and raised the standard of living. Perhaps most important, it provided the hope of improvement in people's lives.

The Industrial Revolution produced a number of other benefits as well. These included healthier diets, better housing, and cheaper, mass-produced clothing. Because the Industrial Revolution created a demand for engineers as well as clerical and professional workers, it expanded educational opportunities.

The middle and upper classes prospered immediately from the Industrial Revolution. For the workers it took longer, but their lives gradually improved during the 1800s. Laborers eventually won higher wages, shorter hours, and better working conditions after they joined together to form labor unions.

**Long-Term Effects** The long-term effects of the Industrial Revolution are still evident. Most people today in industrialized countries can afford consumer goods that would have been considered luxuries 50 or 60 years ago. In addition, their living and working conditions are much improved over those of workers in the 19th century. Also, profits derived from industrialization produced tax revenues. These funds have allowed local, state, and federal governments to invest in urban improvements and raise the standard of living of most city dwellers.

The economic successes of the Industrial Revolution, and also the problems created by it, were clearly evident in one of Britain's new industrial cities in the 1800s—Manchester.

### CASE STUDY: Manchester

## The Mills of Manchester

Manchester's unique advantages made it a leading example of the new industrial city. This northern English town had ready access to waterpower. It also had available labor from the nearby countryside and an outlet to the sea at Liverpool.

"From this filthy sewer pure gold flows," wrote Alexis de Tocqueville (ah•lehk•SEE duh TOHK•vihl), the French writer, after he visited Manchester in 1835. Indeed, the industrial giant showed the best and worst of the Industrial Revolution. Manchester's rapid, unplanned growth made it an unhealthy place for the poor people who lived and worked there. But wealth flowed from its factories. It went first to the mill owners and the new middle class. Eventually, although not immediately, the working class saw their standard of living rise as well.

Manchester's business owners took pride in mastering each detail of the manufacturing process. They worked many hours and risked their own money. For their efforts, they were rewarded with high profits. Many erected gracious homes on the outskirts of town.

To provide the mill owners with high profits, workers labored under terrible conditions. Children as young as six joined their parents in the factories. There, for six days a week, they toiled from 6 A.M. to 7 or 8 P.M., with only half an hour for



# Industrialization

Industrialization is the process of developing industries that use machines to produce goods. This process not only revolutionizes a country's economy, it also transforms social conditions and class structures.

## Effects of Industrialization



▼ This engraving shows urban growth and industrial pollution in Manchester.



### INTEGRATED TECHNOLOGY

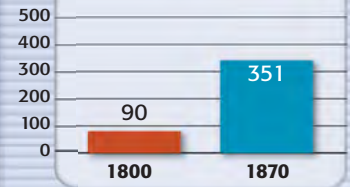
**RESEARCH LINKS** For more on industrialization, go to [classzone.com](http://classzone.com)

## > DATA FILE

### GROWTH OF CITIES

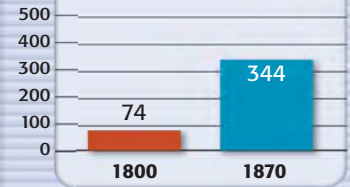
#### MANCHESTER

Population (in thousands)



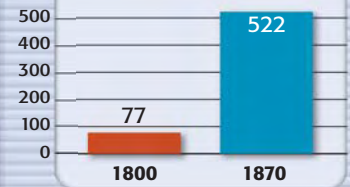
#### BIRMINGHAM

Population (in thousands)



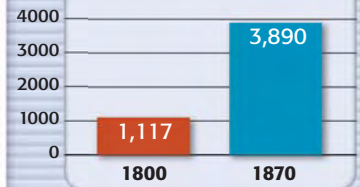
#### GLASGOW

Population (in thousands)



#### LONDON

Population (in thousands)



Source: *European Historical Statistics, 1750–1975*

## Connect to Today

**1. Recognizing Effects** What were some advantages and disadvantages of industrialization?

See Skillbuilder Handbook, page R6.

**2. Making Inferences** Many nations around the world today are trying to industrialize. What do you think they hope to gain from that process?

## Connect to Today



### Child Labor Today

To save on labor costs, many corporations have moved their operations to developing countries, where young children work long hours under wretched conditions. In 2007, their number was estimated at 218 million children aged 5–17. They are unprotected by labor laws. For mere pennies per hour, children weave carpets, sort vegetables, or assemble expensive athletic shoes.

Several organizations are working to end child labor, including the Child Welfare League of America and the International Labor Rights Fund.

lunch and an hour for dinner. To keep the children awake, mill supervisors beat them. Tiny hands repaired broken threads in Manchester's spinning machines, replaced thread in the bobbins, or swept up cotton fluff. The dangerous machinery injured many children. The fluff filled their lungs and made them cough.

Until the first Factory Act passed in 1819, the British government exerted little control over child labor in Manchester and other factory cities. The act restricted working age and hours. For years after the act passed, young children still did heavy, dangerous work in Manchester's factories.

Putting so much industry into one place polluted the natural environment. The coal that powered factories and warmed houses blackened the air. Textile dyes and other wastes poisoned Manchester's Irwell River. An eyewitness observer wrote the following description of the river in 1862:

### PRIMARY SOURCE

Steam boilers discharge into it their seething contents, and drains and sewers their fetid impurities; till at length it rolls on—here between tall dingy walls, there under precipices of red sandstone—considerably less a river than a flood of liquid manure.

HUGH MILLER, "Old Red Sandstone"

Like other new industrial cities of the 19th century, Manchester produced consumer goods and created wealth on a grand scale. Yet, it also stood as a reminder of the ills of rapid and unplanned industrialization.

As you will learn in Section 3, the industrialization that began in Great Britain spread to the United States and to continental Europe in the 1800s.

### MAIN IDEA

#### Drawing Conclusions

Whose interests did child labor serve?

## SECTION 2 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- urbanization
- middle class

### USING YOUR NOTES

2. Which change brought about by industrialization had the greatest impact?

- Industrialization Changes Life
  - 
  -
- Class Tensions Grow

### MAIN IDEAS

- Why did people flock to British cities and towns during the Industrial Revolution?
- What social class expanded as a result of industrialization?
- What were some of the negative effects of the rapid growth of Manchester?

### CRITICAL THINKING & WRITING

- SUMMARIZING** How did industrialization contribute to city growth?
- EVALUATING** How were class tensions affected by the Industrial Revolution?
- FORMING AND SUPPORTING OPINIONS** The Industrial Revolution has been described as a mixed blessing. Do you agree or disagree? Support your answer with text references.
- WRITING ACTIVITY** **ECONOMICS** As a factory owner during the Industrial Revolution, write a **letter** to a newspaper justifying working conditions in your factory.

### CONNECT TO TODAY CREATING A COMPARISON CHART

Make a **comparison chart** listing information on child labor in three developing nations—one each from Asia, Africa, and Latin America—and compare with data from the United States.



# Industrialization Spreads

## MAIN IDEA

**EMPIRE BUILDING** The industrialization that began in Great Britain spread to other parts of the world.

## WHY IT MATTERS NOW

The Industrial Revolution set the stage for the growth of modern cities and a global economy.

## TERMS & NAMES

- stock
- corporation

**SETTING THE STAGE** Great Britain's favorable geography and its financial systems, political stability, and natural resources sparked industrialization. British merchants built the world's first factories. When these factories prospered, more laborsaving machines and factories were built. Eventually, the Industrial Revolution that had begun in Britain spread both to the United States and to continental Europe. Countries that had conditions similar to those in Britain were ripe for industrialization.

## Industrial Development in the United States

The United States possessed the same resources that allowed Britain to mechanize its industries. America had fast-flowing rivers, rich deposits of coal and iron ore, and a supply of laborers made up of farm workers and immigrants. During the War of 1812, Britain blockaded the United States, trying to keep it from engaging in international trade. This blockade forced the young country to use its own resources to develop independent industries. Those industries would manufacture the goods the United States could no longer import.

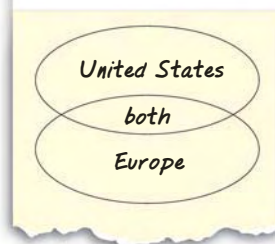
**Industrialization in the United States** As in Britain, industrialization in the United States began in the textile industry. Eager to keep the secrets of industrialization to itself, Britain had forbidden engineers, mechanics, and toolmakers to leave the country. In 1789, however, a young British mill worker named Samuel Slater emigrated to the United States. There, Slater built a spinning machine

from memory and a partial design. The following year, Moses Brown opened the first factory in the United States to house Slater's machines in Pawtucket, Rhode Island. But the Pawtucket factory mass-produced only one part of finished cloth, the thread.

In 1813, Francis Cabot Lowell of Boston and four other investors revolutionized the American textile industry. They mechanized every stage in the manufacture of cloth. Their weaving factory in Waltham, Massachusetts, earned them enough money to fund a larger

## TAKING NOTES

**Comparing** Use a Venn diagram to compare industrialization in the United States and in Europe.



▼ Teenage mill girls at a Georgia cotton mill

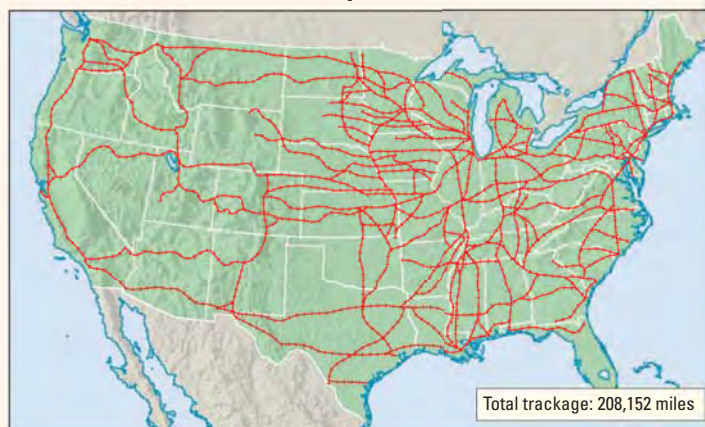


## The Growth of Railroads in the United States

Railroad System, 1840



Railroad System, 1890



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** In what part of the country were the first railroads built? By 1890, what other part of the country was densely covered by railroad tracks?
- Movement** In what direction did the railroads help people move across the country?

operation in another Massachusetts town. When Lowell died, the remaining partners named the town after him. By the late 1820s, Lowell, Massachusetts, had become a booming manufacturing center and a model for other such towns.

Thousands of young single women flocked from their rural homes to work as mill girls in factory towns. There, they could make higher wages and have some independence. However, to ensure proper behavior, they were watched closely inside and outside the factory by their employers. The mill girls toiled more than 12 hours a day, 6 days a week, for decent wages. For some, the mill job was an alternative to being a servant and was often the only other job open to them:


### PRIMARY SOURCE

Country girls were naturally independent, and the feeling that at this new work the few hours they had of everyday leisure were entirely their own was a satisfaction to them. They preferred it to going out as “hired help.” It was like a young man’s pleasure in entering upon business for himself. Girls had never tried that experiment before, and they liked it.

**LUCY LARCOM**, *A New England Girlhood*

### MAIN IDEA

#### Analyzing Primary Sources

 Why did Lucy Larcom think mill work benefited young women?

Textiles led the way, but clothing manufacture and shoemaking also underwent mechanization. Especially in the Northeast, skilled workers and farmers had formerly worked at home. Now they labored in factories in towns and cities such as Waltham, Lowell, and Lawrence, Massachusetts.

**Later Expansion of U.S. Industry** The Northeast experienced much industrial growth in the early 1800s. Nonetheless, the United States remained primarily agricultural until the Civil War ended in 1865. During the last third of the 1800s, the country experienced a technological boom. As in Britain, a number of causes contributed to this boom. These included a wealth of natural resources, among them oil, coal, and iron; a burst of inventions, such as the electric light bulb and the telephone; and a swelling urban population that consumed the new manufactured goods.

Also, as in Britain, railroads played a major role in America’s industrialization. Cities like Chicago and Minneapolis expanded rapidly during the late 1800s. This



was due to their location along the nation's expanding railroad lines. Chicago's stockyards and Minneapolis's grain industries prospered by selling products to the rest of the country. Indeed, the railroads themselves proved to be a profitable business. By the end of the 1800s, a limited number of large, powerful companies controlled more than two-thirds of the nation's railroad tracks. Businesses of all kinds began to merge as the railroads had. Smaller companies joined together to form a larger one.

**The Rise of Corporations** Building large businesses like railroads required a great deal of money. To raise the money, entrepreneurs sold shares of **stock**, or certain rights of ownership. Thus people who bought stock became part owners of these businesses, which were called corporations. A **corporation** is a business owned by stockholders who share in its profits but are not personally responsible for its debts. Corporations were able to raise the large amounts of capital needed to invest in industrial equipment.

In the late 1800s, large corporations such as Standard Oil (founded by John D. Rockefeller) and the Carnegie Steel Company (founded by Andrew Carnegie) sprang up. They sought to control every aspect of their own industries in order to make big profits. Big business—the giant corporations that controlled entire industries—also made big profits by reducing the cost of producing goods. In the United States as elsewhere, workers earned low wages for laboring long hours, while stockholders earned high profits and corporate leaders made fortunes.

## Continental Europe Industrializes

European businesses yearned to adopt the “British miracle,” the result of Britain's profitable new methods of manufacturing goods. But the troubles sparked by the French Revolution and the Napoleonic wars between 1789 and 1815 had halted trade, interrupted communication, and caused inflation in some parts of the continent. European countries watched the gap widen between themselves and Britain. Even so, industrialization eventually reached continental Europe.

▼ Danish workers labor in a steel mill in this 1885 painting by Peter Severin Kroyer.



## Global Impact



### Industrialization in Japan

With the beginning of the Meiji era in Japan in 1868, the central government began an ambitious program to transform the country into an industrialized state. It financed textile mills, coal mines, shipyards, and cement and other factories. It also asked private companies to invest in industry.

Some companies had been in business since the 1600s. But new companies sprang up too. Among them was the Mitsubishi company, founded in 1870 and still in business.

The industrializing of Japan produced sustained economic growth for the country. But it also led to strengthening the military and to Japanese imperialism in Asia.

**Beginnings in Belgium** Belgium led Europe in adopting Britain's new technology. It had rich deposits of iron ore and coal as well as fine waterways for transportation. As in the United States, British skilled workers played a key role in industrializing Belgium.

Samuel Slater had smuggled the design of a spinning machine to the United States. Much like him, a Lancashire carpenter named William Cockerill illegally made his way to Belgium in 1799. He carried secret plans for building spinning machinery. His son John eventually built an enormous industrial enterprise in eastern Belgium. It produced a variety of mechanical equipment, including steam engines and railway locomotives. Carrying the latest British advances, more British workers came to work with Cockerill. Several then founded their own companies in Europe.

**Germany Industrializes** Germany was politically divided in the early 1800s. Economic isolation and scattered resources hampered countrywide industrialization. Instead, pockets of industrialization appeared, as in the coal-rich Ruhr Valley of west central Germany. Beginning around 1835, Germany began to copy the British model. Germany imported British equipment and engineers. German manufacturers also sent their children to England to learn industrial management. **B**

Most important, Germany built railroads that linked its growing manufacturing cities, such as Frankfurt, with the Ruhr Valley's coal and iron ore deposits. In 1858, a German economist wrote, "Railroads and machine shops, coal mines

and iron foundries, spinneries and rolling mills seem to spring up out of the ground, and smokestacks sprout from the earth like mushrooms." Germany's economic strength spurred its ability to develop as a military power. By the late 1800s, a unified, imperial Germany had become both an industrial and a military giant.

**Expansion Elsewhere in Europe** In the rest of Europe, as in Germany, industrialization during the early 1800s proceeded by region rather than by country. Even in countries where agriculture dominated, pockets of industrialization arose. For example, Bohemia developed a spinning industry. Spain's Catalonia processed more cotton than Belgium. Northern Italy mechanized its textile production, specializing in silk spinning. Serf labor ran factories in regions around Moscow and St. Petersburg.

In France, sustained industrial growth occurred after 1830. French industrialization was more measured and controlled than in other countries because the agricultural economy remained strong. As a result, France avoided the great social and economic problems caused by industrialization. A thriving national market for new French products was created after 1850, when the government began railroad construction.

For a variety of reasons, many European countries did not industrialize. In some nations, the social structure delayed the adoption of new methods of production. The accidents of geography held back others. In Austria-Hungary and Spain, transportation posed great obstacles. Austria-Hungary's mountains defeated railroad builders. Spain lacked both good roads and waterways for canals.

#### MAIN IDEA

#### Analyzing Causes

**B** What factors slowed industrialization in Germany?



## The Impact of Industrialization

The Industrial Revolution shifted the world balance of power. It increased competition between industrialized nations and poverty in less-developed nations.

**Rise of Global Inequality** Industrialization widened the wealth gap between industrialized and nonindustrialized countries, even while it strengthened their economic ties. To keep factories running and workers fed, industrialized countries required a steady supply of raw materials from less-developed lands. In turn, industrialized countries viewed poor countries as markets for their manufactured products.

Britain led in exploiting its overseas colonies for resources and markets. Soon other European countries, the United States, Russia, and Japan followed Britain's lead, seizing colonies for their economic resources. Imperialism, the policy of extending one country's rule over many other lands, gave even more power and wealth to these already wealthy nations. Imperialism was born out of the cycle of industrialization, the need for resources to supply the factories of Europe, and the development of new markets around the world. (See Chapter 27.)

**Transformation of Society** Between 1700 and 1900, revolutions in agriculture, production, transportation, and communication changed the lives of people in Western Europe and the United States. Industrialization gave Europe tremendous economic power. In contrast, the economies of Asia and Africa were still based on agriculture and small workshops. Industrialization revolutionized every aspect of society, from daily life to life expectancy. Despite the hardships early urban workers suffered, population, health, and wealth eventually rose dramatically in all industrialized countries. The development of a middle class created great opportunities for education and democratic participation. Greater democratic participation, in turn, fueled a powerful movement for social reform.



▲ The Crystal Palace Exposition in London in 1851 (shown above) celebrated the “works of industry of all nations.”

### MAIN IDEA

#### Clarifying

Why did imperialism grow out of industrialization?

### SECTION

## 3

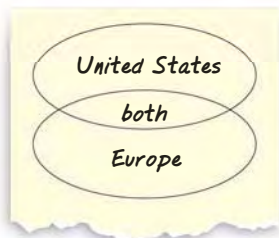
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- stock
- corporation

#### USING YOUR NOTES

2. Which development had the most impact in the United States? in continental Europe?



#### MAIN IDEAS

3. What early industries mechanized in the United States?
4. Why did Belgium lead Europe in adopting industrialization?
5. How did the Industrial Revolution shift the world balance of power?

#### CRITICAL THINKING & WRITING

6. **RECOGNIZING BIAS** Go back to the quote from Lucy Larcom on page 730. Do you think her feelings about working in the mill are typical? Why or why not?
7. **MAKING INFERENCES** Why was Britain unable to keep industrial secrets away from other nations?
8. **FORMING AND SUPPORTING OPINIONS** What was the most significant effect of the Industrial Revolution?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Draw a **political cartoon** that could have been used by the British government to show their sense of their own superiority over nonindustrialized nations that they planned to colonize.

#### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the economy of a less-developed nation in either Asia, Africa, or South America. Create a **database** of economic statistics for that country.

**INTERNET KEYWORD**  
country profiles

# Reforming the Industrial World

## MAIN IDEA

**ECONOMICS** The Industrial Revolution led to economic, social, and political reforms.

## WHY IT MATTERS NOW

Many modern social welfare programs developed during this period of reform.

## TERMS & NAMES

- laissez faire
- Adam Smith
- capitalism
- utilitarianism
- socialism
- Karl Marx
- communism
- union
- strike

**SETTING THE STAGE** In industrialized countries in the 19th century, the Industrial Revolution opened a wide gap between the rich and the poor. Business leaders believed that governments should stay out of business and economic affairs. Reformers, however, felt that governments needed to play an active role to improve conditions for the poor. Workers also demanded more rights and protection. They formed labor unions to increase their influence.

## TAKING NOTES

**Summarizing** Use a chart to summarize the characteristics of capitalism and socialism.

Capitalism	Socialism
1.	1.
2.	2.
3.	3.

## The Philosophers of Industrialization

The term **laissez faire** (LEHS•ay•FAIR) refers to the economic policy of letting owners of industry and business set working conditions without interference. This policy favors a free market unregulated by the government. The term is French for “let do,” and by extension, “let people do as they please.”

**Laissez-faire Economics** Laissez-faire economics stemmed from French economic philosophers of the Enlightenment. They criticized the idea that nations grow wealthy by placing heavy tariffs on foreign goods. In fact, they argued, government regulations only interfered with the production of wealth. These philosophers believed that if government allowed free trade—the flow of commerce in the world market without government regulation—the economy would prosper.

**Adam Smith**, a professor at the University of Glasgow, Scotland, defended the idea of a free economy, or free markets, in his 1776 book *The Wealth of Nations*. According to Smith, economic liberty guaranteed economic progress. As a result, government should not interfere. Smith’s arguments rested on what he called the three natural laws of economics:

- the law of self-interest—People work for their own good.
- the law of competition—Competition forces people to make a better product.
- the law of supply and demand—Enough goods would be produced at the lowest possible price to meet demand in a market economy.

**The Economists of Capitalism** Smith’s basic ideas were supported by British economists Thomas Malthus and David Ricardo. Like Smith, they believed that natural laws governed economic life. Their important ideas were the foundation of laissez-faire capitalism. **Capitalism** is an economic system in which the factors of production are privately owned and money is invested in business ventures to make a profit. These ideas also helped bring about the Industrial Revolution.



In *An Essay on the Principle of Population*, written in 1798, Thomas Malthus argued that population tended to increase more rapidly than the food supply. Without wars and epidemics to kill off the extra people, most were destined to be poor and miserable. The predictions of Malthus seemed to be coming true in the 1840s.

David Ricardo, a wealthy stockbroker, took Malthus's theory one step further in his book, *Principles of Political Economy and Taxation* (1817). Like Malthus, Ricardo believed that a permanent underclass would always be poor. In a market system, if there are many workers and abundant resources, then labor and resources are cheap. If there are few workers and scarce resources, then they are expensive. Ricardo believed that wages would be forced down as population increased.

#### MAIN IDEA

##### Summarizing

**A** What did Malthus and Ricardo say about the effects of population growth?

Laissez-faire thinkers such as Smith, Malthus, and Ricardo opposed government efforts to help poor workers. They thought that creating minimum wage laws and better working conditions would upset the free market system, lower profits, and undermine the production of wealth in society. **A**

## The Rise of Socialism

In contrast to laissez-faire philosophy, which advised governments to leave business alone, other theorists believed that governments should intervene. These thinkers believed that wealthy people or the government must take action to improve people's lives. The French writer Alexis de Tocqueville gave a warning:

#### PRIMARY SOURCE

Consider what is happening among the working classes. . . . Do you not see spreading among them, little by little, opinions and ideas that aim not to overturn such and such a ministry, or such laws, or such a government, but society itself, to shake it to the foundations upon which it now rests?

ALEXIS DE TOCQUEVILLE, 1848 speech

**Utilitarianism** English philosopher Jeremy Bentham modified the ideas of Adam Smith. In the late 1700s, Bentham introduced the philosophy of [utilitarianism](#). Bentham wrote his most influential works in the late 1700s. According to Bentham's theory, people should judge ideas, institutions, and actions on the basis of their utility, or usefulness. He argued that the government should try to promote the greatest good for the greatest number of people. A government policy was only useful if it promoted this goal. Bentham believed that in general the individual should be free to pursue his or her own advantage without interference from the state.

John Stuart Mill, a philosopher and economist, led the utilitarian movement in the 1800s. Mill came to question unregulated capitalism. He believed it was wrong that workers should lead deprived lives that sometimes bordered on starvation. Mill wished to help ordinary working people with policies that would lead to a more equal division of profits. He also favored a cooperative system of agriculture and women's rights, including the right to vote. Mill called for the government to do away with great differences in wealth. Utilitarians also pushed for reforms in the legal and prison systems and in education. **B**

#### MAIN IDEA

##### Clarifying

**B** How did Mill want to change the economic system?

## History Makers



**Adam Smith**  
1723–1790

In his book *The Wealth of Nations*, Smith argued that if individuals freely followed their own self-interest, the world would be an orderly and progressive place. Social harmony would result without any government direction, "as if by an invisible hand."

Smith applied an invisible hand of his own. After his death, people discovered that he had secretly donated large sums of his income to charities.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Adam Smith, go to [classzone.com](http://classzone.com)

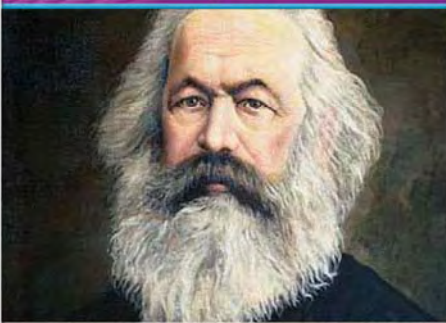
**Utopian Ideas** Other reformers took an even more active approach. Shocked by the misery and poverty of the working class, a British factory owner named Robert Owen improved working conditions for his employees. Near his cotton mill in New Lanark, Scotland, Owen built houses, which he rented at low rates. He prohibited children under ten from working in the mills and provided free schooling.

Then, in 1824, he traveled to the United States. He founded a cooperative community called New Harmony in Indiana, in 1825. He intended this community to be a utopia, or perfect living place. New Harmony lasted only three years but inspired the founding of other communities.

**Socialism** French reformers such as Charles Fourier (FUR•ee•AY), Saint-Simon (san see•MOHN), and others sought to offset the ill effects of industrialization with a new economic system called socialism. In **socialism**, the factors of production are owned by the public and operate for the welfare of all.

Socialism grew out of an optimistic view of human nature, a belief in progress, and a concern for social justice. Socialists argued that the government should plan the economy rather than depend on free-market capitalism to do the job. They argued that government control of factories, mines, railroads, and other key industries would end poverty and promote equality. Public ownership, they believed, would help workers, who were at the mercy of their employers. Some socialists—such as Louis Blanc—advocated change through extension of the right to vote.

## History Makers



**Karl Marx**  
1818–1883

Karl Marx studied philosophy at the University of Berlin before he turned to journalism and economics. In 1849, Marx joined the flood of radicals who fled continental Europe for England. He had declared in *The Communist Manifesto* that “the working men have no country.”

Marx’s theories of socialism and the inevitable revolt of the working class made him little money. He earned a meager living as a journalist. His wealthy coauthor and fellow German, Friedrich Engels, gave Marx financial aid.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Karl Marx, go to [classzone.com](http://classzone.com)

## Marxism: Radical Socialism

The writings of a German journalist named **Karl Marx** introduced the world to a radical type of socialism called Marxism. Marx and Friedrich Engels, a German whose father owned a textile mill in Manchester, outlined their ideas in a 23-page pamphlet called *The Communist Manifesto*.

**The Communist Manifesto** In their manifesto, Marx and Engels argued that human societies have always been divided into warring classes. In their own time, these were the middle class “haves” or employers, called the bourgeoisie (BUR•zhwah•ZEE), and the “have-nots” or workers, called the proletariat (PROH•lih•TAIR•ee•iht). While the wealthy controlled the means of producing goods, the poor performed backbreaking labor under terrible conditions. This situation resulted in conflict:

### PRIMARY SOURCE

Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.

**KARL MARX and FRIEDRICH ENGELS**, *The Communist Manifesto* (1848)

According to Marx and Engels, the Industrial Revolution had enriched the wealthy and impoverished the poor. The two writers predicted that the workers would overthrow the owners: “The proletarians have nothing to lose but their chains. They have a world to win. Workingmen of all countries, unite.”

### MAIN IDEA

#### Summarizing

**C** What were the ideas of Marx and Engels concerning relations between the owners and the working class?



# Capitalism vs. Socialism

The economic system called capitalism developed gradually over centuries, beginning in the late Middle Ages. Because of the ways industrialization changed society, some people began to think that capitalism led to certain problems, such as the abuse of workers. They responded by developing a new system of economic ideas called socialism.

Capitalism	Socialism
<ul style="list-style-type: none"> <li>Individuals and businesses own property and the means of production.</li> </ul>	<ul style="list-style-type: none"> <li>The community or the state should own property and the means of production.</li> </ul>
<ul style="list-style-type: none"> <li>Progress results when individuals follow their own self-interest.</li> </ul>	<ul style="list-style-type: none"> <li>Progress results when a community of producers cooperate for the good of all.</li> </ul>
<ul style="list-style-type: none"> <li>Businesses follow their own self-interest by competing for the consumer's money. Each business tries to produce goods or services that are better and less expensive than those of competitors.</li> </ul>	<ul style="list-style-type: none"> <li>Socialists believe that capitalist employers take advantage of workers. The community or state must act to protect workers.</li> </ul>
<ul style="list-style-type: none"> <li>Consumers compete to buy the best goods at the lowest prices. This competition shapes the market by affecting what businesses are able to sell.</li> </ul>	<ul style="list-style-type: none"> <li>Capitalism creates unequal distribution of wealth and material goods. A better system is to distribute goods according to each person's need.</li> </ul>
<ul style="list-style-type: none"> <li>Government should not interfere in the economy because competition creates efficiency in business.</li> </ul>	<ul style="list-style-type: none"> <li>An unequal distribution of wealth and material goods is unfair. A better system is to distribute goods according to each person's need.</li> </ul>

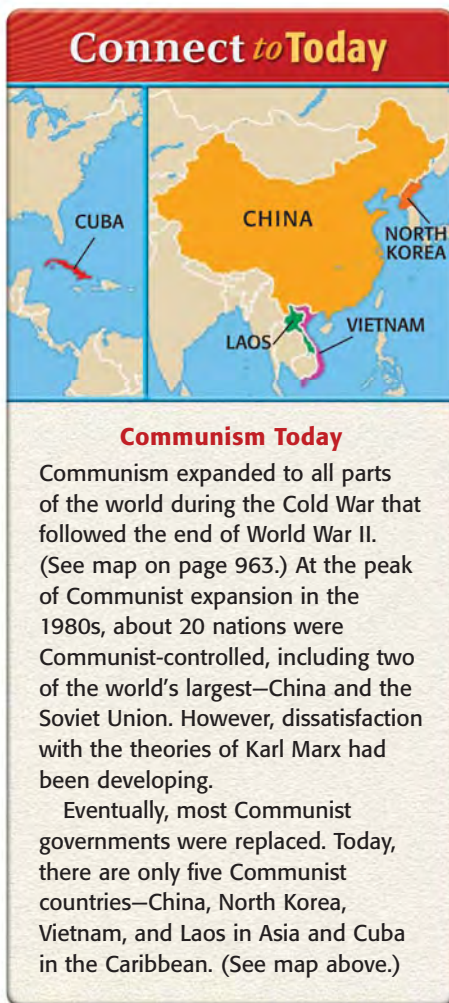
## SKILLBUILDER: Interpreting Charts

- Developing Historical Perspective** Consider the following people from 19th-century Britain: factory worker, shop owner, factory owner, unemployed artisan. Which of them would be most likely to prefer capitalism and which would prefer socialism? Why?
- Forming and Supporting Opinions** Which system of economic ideas seems most widespread today? Support your opinion.

**The Future According to Marx** Marx believed that the capitalist system, which produced the Industrial Revolution, would eventually destroy itself in the following way. Factories would drive small artisans out of business, leaving a small number of manufacturers to control all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and produce what society needed. Workers, sharing in the profits, would bring about economic equality for all people. The workers would control the government in a “dictatorship of the proletariat.” After a period of cooperative living and education, the state or government would wither away as a classless society developed.

Marx called this final phase pure communism. Marx described **communism** as a form of complete socialism in which the means of production—all land, mines, factories, railroads, and businesses—would be owned by the people. Private property would in effect cease to exist. All goods and services would be shared equally.

Published in 1848, *The Communist Manifesto* produced few short-term results. Though widespread revolts shook Europe during 1848 and 1849, Europe's leaders eventually put down the uprisings. Only after the turn of the century did the fiery Marxist pamphlet produce explosive results. In the 1900s, Marxism inspired revolutionaries such as Russia's Lenin, China's Mao Zedong, and Cuba's Fidel Castro. These leaders adapted Marx's beliefs to their own specific situations and needs.



In *The Communist Manifesto*, Marx and Engels stated their belief that economic forces alone dominated society. Time has shown, however, that religion, nationalism, ethnic loyalties, and a desire for democratic reforms may be as strong influences on history as economic forces. In addition, the gap between the rich and the poor within the industrialized countries failed to widen in the way that Marx and Engels predicted, mostly because of the various reforms enacted by governments.

## Labor Unions and Reform Laws

Factory workers faced long hours, dirty and dangerous working conditions, and the threat of being laid off. By the 1800s, working people became more active in politics. To press for reforms, workers joined together in voluntary labor associations called **unions**.

**Unionization** A union spoke for all the workers in a particular trade. Unions engaged in collective bargaining, negotiations between workers and their employers. They bargained for better working conditions and higher pay. If factory owners refused these demands, union members could **strike**, or refuse to work.

Skilled workers led the way in forming unions because their special skills gave them extra bargaining power. Management would have trouble replacing such skilled workers as carpenters, printers, and spinners. Thus, the earliest unions helped the lower middle class more than they helped the poorest workers.

The union movement underwent slow, painful growth in both Great Britain and the United States. For years, the British government denied workers the right to form unions. The government saw unions as a threat to social order and stability. Indeed, the Combination Acts of 1799 and 1800 outlawed unions and strikes. Ignoring the threat of jail or job loss, factory workers joined unions anyway. Parliament finally repealed the Combination Acts in 1824. After 1825, the British government unhappily tolerated unions.

British unions had shared goals of raising wages for their members and improving working conditions. By 1875, British trade unions had won the right to strike and picket peacefully. They had also built up a membership of about 1 million people.

In the United States, skilled workers had belonged to unions since the early 1800s. In 1886, several unions joined together to form the organization that would become the American Federation of Labor (AFL). A series of successful strikes won AFL members higher wages and shorter hours.

**Reform Laws** Eventually, reformers and unions forced political leaders to look into the abuses caused by industrialization. In both Great Britain and the United States, new laws reformed some of the worst abuses of industrialization. In the 1820s and 1830s, for example, Parliament began investigating child labor and working conditions in factories and mines. As a result of its findings, Parliament passed the Factory Act of 1833. The new law made it illegal to hire children under 9 years old. Children from the ages of 9 to 12 could not work more than 8 hours a day. Young people from 13 to 17 could not work more than 12 hours. In 1842, the Mines Act prevented women and children from working underground.



#### MAIN IDEA

#### **D Summarizing**

What were some of the important reform bills passed in Britain during this period?

In 1847, the Parliament passed a bill that helped working women as well as their children. The Ten Hours Act of 1847 limited the workday to ten hours for women and children who worked in factories. **D**

Reformers in the United States also passed laws to protect child workers. In 1904, a group of progressive reformers organized the National Child Labor Committee to end child labor. Arguing that child labor lowered wages for all workers, union members joined the reformers. Together they pressured national and state politicians to ban child labor and set maximum working hours.

In 1919, the U.S. Supreme Court objected to a federal child labor law, ruling that it interfered with states' rights to regulate labor. However, individual states were allowed to limit the working hours of women and, later, of men.



▲ Hungarian workers meet to plan their strategy before a strike.

## The Reform Movement Spreads

Almost from the beginning, reform movements rose in response to the negative impact of industrialization. These reforms included improving the workplace and extending the right to vote to working-class men. The same impulse toward reform, along with the ideals of the French Revolution, also helped to end slavery and promote new rights for women and children.

**The Abolition of Slavery** William Wilberforce, a highly religious man, was a member of Parliament who led the fight for abolition—the end of the slave trade and slavery in the British Empire. Parliament passed a bill to end the slave trade in the British West Indies in 1807. After he retired from Parliament in 1825, Wilberforce continued his fight to free the slaves. Britain finally abolished slavery in its empire in 1833.

British antislavery activists had mixed motives. Some, such as the abolitionist Wilberforce, were morally against slavery. Others viewed slave labor as an economic threat. Furthermore, a new class of industrialists developed who supported cheap labor rather than slave labor. They soon gained power in Parliament.

In the United States the movement to fulfill the promise of the Declaration of Independence by ending slavery grew in the early 1800s. The enslavement of African people finally ended in the United States when the Union won the Civil War in 1865. Then, enslavement persisted in the Americas only in Puerto Rico, Cuba, and Brazil. In Puerto Rico, slavery was ended in 1873. Spain finally abolished slavery in its Cuban colony in 1886. Not until 1888 did Brazil's huge enslaved population win freedom.

**The Fight for Women's Rights** The Industrial Revolution proved a mixed blessing for women. On the one hand, factory work offered higher wages than work done at home. Women spinners in Manchester, for example, earned much more money than women who stayed home to spin cotton thread. On the other hand, women factory workers usually made only one-third as much money as men did.

Women led reform movements to address this and other pressing social issues. During the mid-1800s, for example, women formed unions in the trades where they dominated. In Britain, some women served as safety inspectors in factories where other women worked. In the United States, college-educated women like Jane Addams ran settlement houses. These community centers served the poor residents of slum neighborhoods.

## History Makers



**Jane Addams**  
1860–1935

After graduating from college, Jane Addams wondered what to do with her life.

*I gradually became convinced that it would be a good thing to rent a house in a part of the city where many primitive and actual needs are found, in which young women who had been given over too exclusively to study, might . . . learn of life from life itself.*

Addams and her friend Ellen Starr set up Hull House in a working-class district in Chicago. Eventually the facilities included a nursery, a gym, a kitchen, and a boarding house for working women. Hull House not only served the immigrant population of the neighborhood, it also trained social workers.

In both the United States and Britain, women who had rallied for the abolition of slavery began to wonder why their own rights should be denied on the basis of gender. The movement for women's rights began in the United States as early as 1848. Women activists around the world joined to found the International Council for Women in 1888. Delegates and observers from 27 countries attended the council's 1899 meeting. **E**

**Reforms Spread to Many Areas of Life** In the United States and Western Europe, reformers tried to correct the problems troubling the newly industrialized nations. Public education and prison reform ranked high on the reformers' lists.

One of the most prominent U.S. reformers, Horace Mann of Massachusetts, favored free public education for all children. Mann, who spent his own childhood working at hard labor, warned, "If we do not prepare children to become good citizens . . . if we do not enrich their minds with knowledge, then our republic must go down to destruction." By the 1850s, many states were starting public school systems. In Western Europe, free public schooling became available in the late 1800s.

In 1831, French writer Alexis de Tocqueville had contrasted the brutal conditions in American prisons to the "extended liberty" of American society. Those who sought to reform prisons emphasized the goal of providing prisoners with the means to lead to useful lives upon release.

During the 1800s, democracy grew in industrialized countries even as foreign expansion increased. The industrialized democracies faced new challenges both at home and abroad. You will learn about these challenges in Chapter 26.

### MAIN IDEA

#### **E** Making Inferences

Why might women abolitionists have headed the movement for women's rights?

## SECTION

## 4

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• laissez faire • Adam Smith • capitalism • utilitarianism • socialism • Karl Marx • communism • union • strike

### USING YOUR NOTES

2. What characteristics do capitalism and socialism share?

Capitalism	Socialism
1.	1.
2.	2.
3.	3.

### MAIN IDEAS

- What were Adam Smith's three natural laws of economics?
- What kind of society did early socialists want?
- Why did workers join together in unions?

### CRITICAL THINKING & WRITING

- IDENTIFYING PROBLEMS** What were the main problems faced by the unions during the 1800s and how did they overcome them?
- DRAWING CONCLUSIONS** Why do you think that Marx's "dictatorship of the proletariat" did not happen?
- MAKING INFERENCES** Why did the labor reform movement spread to other areas of life?
- WRITING ACTIVITY** **ECONOMICS** Write a two-paragraph persuasive essay on how important economic forces are in society. Support your opinion using evidence from this and previous chapters.

### CONNECT TO TODAY PREPARING AN ECONOMIC REPORT

Research a present-day corporation. Prepare an **economic report** that includes the corporation's structure, products or services, number of employees, and any other relevant economic information you are able to find.



# Different Perspectives: Using Primary and Secondary Sources

## INTERACTIVE

## Industrialization

Industrialization eventually raised the standard of living for many people in Europe and North America in the 1800s. Yet the process also brought suffering to countless workers who crowded into filthy cities to toil for starvation wages. The following excerpts reveal a variety of perspectives on this major historical event.

### A PRIMARY SOURCE

#### Mary Paul

Mary Paul worked in a textile factory in Lowell, Massachusetts. In an 1846 letter to her father in New Hampshire, the 16-year-old expressed her satisfaction with her situation at Lowell.

I am at work in a spinning room tending four sides of warp which is one girl's work. The overseer tells me that he never had a girl get along better than I do. . . . I have a very good boarding place, have enough to eat. . . . The girls are all kind and obliging. . . . I think that the factory is the best place for me and if any girl wants employment, I advise them to come to Lowell.

### B PRIMARY SOURCE

#### Andrew Carnegie

In his autobiography, published in 1920, the multimillionaire industrialist views with optimism the growth of American industry.

One great advantage which America will have in competing in the markets of the world is that her manufacturers will have the best home market. Upon this they can depend for a return upon capital, and the surplus product can be exported with advantage, even when the prices received for it do no more than cover actual cost, provided the exports be charged with their proportion of all expenses. The nation that has the best home market, especially if products are standardized, as ours are, can soon outsell the foreign producer.

### C PRIMARY SOURCE

#### Friedrich Engels

Friedrich Engels, who coauthored *The Communist Manifesto* and also managed a textile factory in Manchester, England, spent his nights wandering the city's slums.

Nobody troubles about the poor as they struggle helplessly in the whirlpool of modern industrial life. The working man may be lucky enough to find employment, if by his labor he can enrich some member of the middle classes. But his wages are so low that they hardly keep body and soul together. If he cannot find work, he can steal, unless he is afraid of the police; or he can go hungry and then the police will see to it that he will die of hunger in such a way as not to disturb the equanimity of the middle classes.

### D PRIMARY SOURCE

#### Walter Crane

This political cartoon was published in *Cartoons for the Cause* in Britain in 1886. It shows the vampire bat of Capitalism attacking a laborer. Socialism is pictured as an angel who is coming to the rescue.



### Document-Based QUESTIONS

1. Why would Andrew Carnegie (Source B) and Friedrich Engels (Source C) disagree about the effects of industrialization?
2. What might be reasons for 16-year-old Mary Paul's (Source A) satisfaction with her job and life in Lowell?
3. Why might the political cartoon by Walter Crane (Source D) be useful in getting workers to rally to the cause of socialism?



# Chapter 25 Assessment

## VISUAL SUMMARY

### The Industrial Revolution



#### Economic Effects

- New inventions and development of factories
- Rapidly growing industry in the 1800s
- Increased production and higher demand for raw materials
- Growth of worldwide trade
- Population explosion and expanding labor force
- Exploitation of mineral resources
- Highly developed banking and investment system
- Advances in transportation, agriculture, and communication



#### Social Effects

- Increase in population of cities
- Lack of city planning
- Loss of family stability
- Expansion of middle class
- Harsh conditions for laborers, including children
- Workers' progress versus laissez-faire economic attitudes
- Improved standard of living
- Creation of new jobs
- Encouragement of technological progress



#### Political Effects

- Child labor laws to end abuses
- Reformers urging equal distribution of wealth
- Trade unions formed
- Social reform movements, such as utilitarianism, utopianism, socialism, and Marxism
- Reform bills in Parliament and Congress

## TERMS & NAMES

For each term or name below, briefly explain its connection to the Industrial Revolution.

1. Industrial Revolution
2. enclosure
3. factory
4. urbanization
5. middle class
6. corporation
7. laissez faire
8. socialism
9. Karl Marx
10. union

## MAIN IDEAS

### The Beginnings of Industrialization Section 1 (pages 717–722)

11. What were the four natural resources needed for British industrialization?
12. How did the enclosure movement change agriculture in England?
13. What were two important inventions created during the Industrial Revolution? Describe their impact.

### Case Study: Industrialization Section 2 (pages 723–728)

14. What were the living conditions like in Britain during industrialization?
15. How did the new middle class transform the social structure of Great Britain during industrialization?
16. How did industrialization affect Manchester's natural environment?

### Industrialization Spreads Section 3 (pages 729–733)

17. Why were other European countries slower to industrialize than Britain?
18. What might explain the rise of global inequality during the Industrial Revolution?

### Reforming the Industrial World Section 4 (pages 734–741)

19. What were the two warring classes that Marx and Engels outlined in *The Communist Manifesto*?
20. How did women fight for change during the Industrial Revolution?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a chart, list some of the major technological advances and their effects on society.

Technological Advance	Effect(s)

### 2. EVALUATING

**SCIENCE AND TECHNOLOGY** How significant were the changes that the Industrial Revolution brought to the world? Explain your conclusion.

### 3. ANALYZING CAUSES AND RECOGNIZING EFFECTS

**ECONOMICS** How important were labor unions in increasing the power of workers? Give reasons for your opinion.

### 4. DRAWING CONCLUSIONS

How did the Industrial Revolution help to increase Germany's military power? Support your answer with information from the chapter.

### 5. DEVELOPING HISTORICAL PERSPECTIVE

**EMPIRE BUILDING** Would a nonindustrialized or an industrialized nation more likely be an empire builder? Why?



Use the quotation about industrialization and your knowledge of world history to answer questions 1 and 2.  
**Additional Test Practice, pp. S1–S33**

**PRIMARY SOURCE**

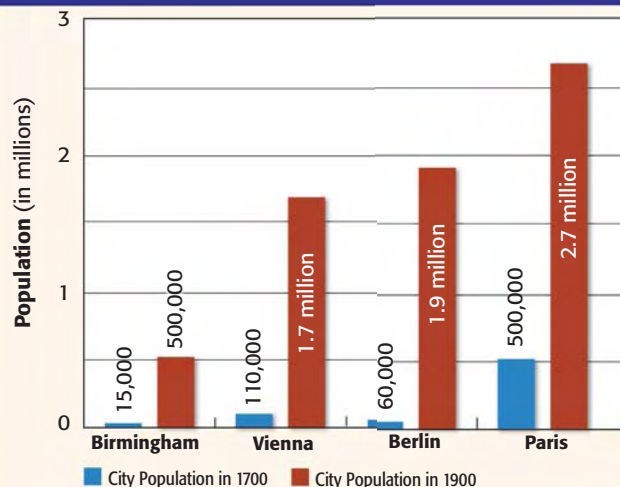
It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it. . . . It was a town of machinery and tall chimneys, out of which interminable [endless] serpents of smoke trailed themselves for ever and ever. . . . It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

**CHARLES DICKENS, *Hard Times***

- In this passage, the writer is trying to describe how
  - people came from the countryside to the city to work in industry.
  - entrepreneurs built factories.
  - capitalism works.
  - difficult life is for workers in industrial cities.
- What is Dickens's view of industrialization?
  - that it is good for factory owners
  - that it brings progress to a nation
  - that it pollutes the air and exploits the workers
  - that it causes population growth

Use the graph below and your knowledge of world history to answer question 3.

**The Growth of Cities, 1700–1900**



Sources: *European Historical Statistics, 1750–1975*;  
 Eric Hopkins, *The Rise of the Manufacturing Town*

- The graph above shows population growth in four European cities from 1700 to 1900, that is, before and after the Industrial Revolution. Which statement best describes the information in the chart?
  - All of the cities grew at the same rate.
  - The increase in population for each city was less than 2 million people.
  - Paris was the most populous city both before and after the Industrial Revolution.
  - Berlin's population in 1900 was four times its size in 1700.

**INTEGRATED TECHNOLOGY**

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

**ALTERNATIVE ASSESSMENT**

**1. Interact with History**

On page 716, you looked at working conditions in an English factory in the 19th century. Now that you have read the chapter about the Industrial Revolution, rethink your decision about what you would do to change your situation. What working conditions would you like to see change? What benefits might a union bring? What disadvantages might result if workers organize? Discuss your opinions with a small group.

**2. WRITING ABOUT HISTORY**

The Industrial Revolution's impact varied according to social class. Write a three-paragraph **expository essay** indicating how these people would view the changes in industry: an inventor, an entrepreneur, a skilled worker, and a hand weaver.

**INTEGRATED TECHNOLOGY**

**Using Graphics Software**

Make a list of five major inventions or innovations of the Industrial Revolution. Research each to learn about the scientific, economic, and social changes that contributed to its development and the effects that it caused. Use the Internet, books, and other resources to conduct your research. Then use graphics software to create a chart, graph, or diagram depicting the relationship between the inventions and innovations, the changes, and the effects.

You may include some of the following:

- the plow
- the cotton gin
- the power loom
- the telegraph
- the sewing machine

# CHAPTER 26

## An Age of Democracy and Progress, 1815–1914

### Previewing Main Ideas

**EMPIRE BUILDING** During the 1800s, Great Britain gradually allowed three of its colonies—Canada, Australia, and New Zealand—greater self-rule. However, Britain maintained tight control over Ireland.

**Geography** *According to the map, what Western democracies existed in North America and Western Europe in 1900?*

**POWER AND AUTHORITY** The United States expanded across the continent during the 1800s and added new states to its territory to become a great power.

**Geography** *What geographical factors might have helped to make the United States a great power?*

**SCIENCE AND TECHNOLOGY** The transcontinental railroad helped to link the United States from the Atlantic Ocean to the Pacific Ocean. It was a triumph of 19th-century technology.

**Geography** *How might a technological achievement such as the transcontinental railroad have contributed to American prosperity?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

### EUROPE

### WORLD

1815

1821  
Mexico wins independence from Spain.



1837  
Queen Victoria comes to power in Great Britain.

1845  
Ireland is struck by famine.

1859  
Darwin publishes theory of evolution.

1850



1857  
Sepoy Mutiny challenges British rule in India. (native troops in Britain's East India Company)





## Western Democracies, 1900



**1871**  
Franco-Prussian War ends.

**1889**  
Eiffel Tower is completed in Paris.



**1867**  
Dominion of Canada is formed.

**1869**  
Suez Canal opens.

**1893**  
New Zealand becomes first nation to allow women to vote.



**1914**  
Panama Canal opens.



## *What ideals might be worth fighting and dying for?*

You are living in Paris in 1871. France is in a state of political upheaval following the Franco-Prussian War. When workers in Paris set up their own government, called the Paris Commune, French soldiers quickly stamp out the movement. Most of the Communards (the supporters of the Commune) are either killed or imprisoned. When your good friend Philippe dies in the fighting, you wonder whether self-government is worth dying for.



▲ Communards lie massacred in this painting titled *A Street in Paris in May 1871*, by Maximilien Luce.

### EXAMINING *the* ISSUES

- What might lead you to join a group seeking self-government?
- What ideals would you choose to help shape a new government?

As a class, discuss these questions. During the discussion, think about some of the ideals that inspired American and French revolutionaries. As you read this chapter, consider the ideals that moved people to action. Also consider how people tried to change government to better reflect their ideals.





# Democratic Reform and Activism

## MAIN IDEA

### POWER AND AUTHORITY

Spurred by the demands of the people, Great Britain and France underwent democratic reforms.

## WHY IT MATTERS NOW

During this period, Britain and France were transformed into the democracies they are today.

## TERMS & NAMES

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

**SETTING THE STAGE** Urbanization and industrialization brought sweeping changes to Western nations. People looking for solutions to the problems created by these developments began to demand reforms. They wanted to improve conditions for workers and the poor. Many people also began to call for political reforms. They demanded that more people be given a greater voice in government. Many different groups, including the middle class, workers, and women, argued that the right to vote be extended to groups that were excluded.

## Britain Enacts Reforms

As Chapter 21 explained, Britain became a constitutional monarchy in the late 1600s. Under this system of government, the monarch serves as the head of state, but Parliament holds the real power. The British Parliament consists of a House of Lords and a House of Commons. Traditionally, members of the House of Lords either inherited their seats or were appointed. However, this changed in 1999, when legislation was passed that abolished the right of hereditary peers to inherit a seat in the House of Lords. Members of the House of Commons are elected by the British people.

In the early 1800s, the method of selecting the British government was not a true democracy. Only about five percent of the population had the right to elect the members of the House of Commons. Voting was limited to men who owned a substantial amount of land. Women could not vote at all. As a result, the upper classes ran the government.

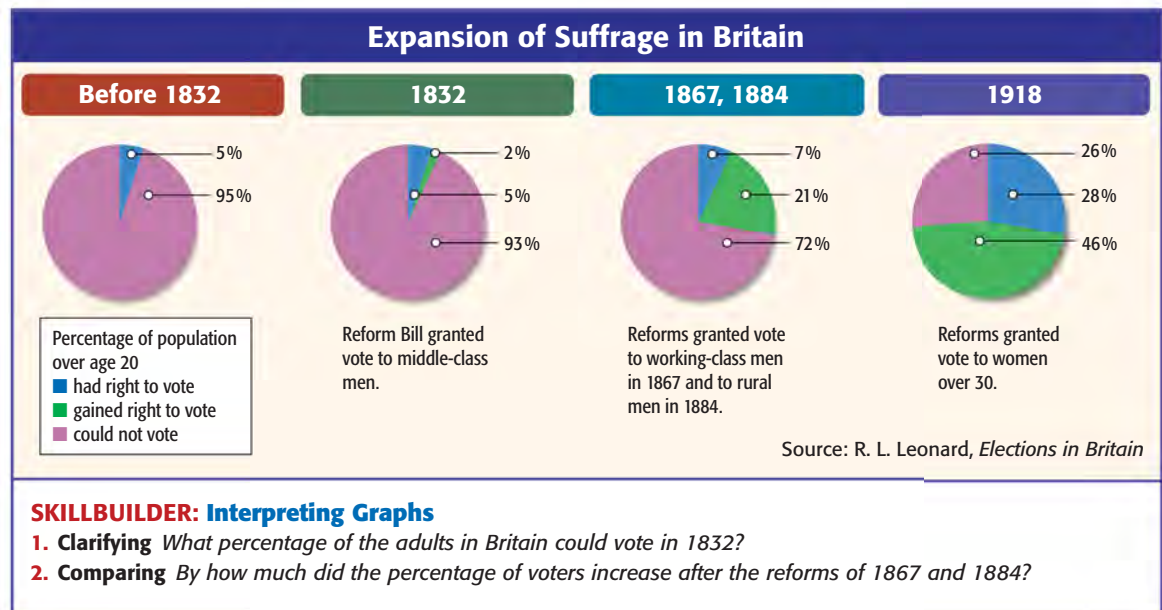
**The Reform Bill of 1832** The first group to demand a greater voice in politics was the wealthy middle class—factory owners, bankers, and merchants. Beginning in 1830, protests took place around England in favor of a bill in Parliament that would extend **suffrage**, or the right to vote. The Revolution of 1830 in France frightened parliamentary leaders. They feared that revolutionary violence would spread to Britain. Thus, Parliament passed the Reform Bill of 1832. This law eased the property requirements so that well-to-do men in the middle class could vote. The Reform Bill also modernized the districts for electing members of Parliament and gave the thriving new industrial cities more representation.

**Chartist Movement** Although the Reform Bill increased the number of British voters, only a small percentage of men were eligible to vote. A popular movement

## TAKING NOTES

**Evaluating Courses of Action** Use a chart to list and evaluate events in this section according to whether they expanded (+) or impeded (-) democracy.

Event	Evaluation



arose among the workers and other groups who still could not vote to press for more rights. It was called the **Chartist movement** because the group first presented its demands to Parliament in a petition called The People's Charter of 1838.


The People's Charter called for suffrage for all men and annual Parliamentary elections. It also proposed to reform Parliament in other ways. In Britain at the time, eligible men voted openly. Since their vote was not secret, they could feel pressure to vote in a certain way. Members of Parliament had to own land and received no salary, so they needed to be wealthy. The Chartists wanted to make Parliament responsive to the lower classes. To do this, they demanded a secret ballot, an end to property requirements for serving in Parliament, and pay for members of Parliament.

Parliament rejected the Chartists' demands. However, their protests convinced many people that the workers had valid complaints. Over the years, workers continued to press for political reform, and Parliament responded. It gave the vote to working-class men in 1867 and to male rural workers in 1884. After 1884, most adult males in Britain had the right to vote. By the early 1900s, all the demands of the Chartists, except for annual elections, became law. **A**

**The Victorian Age** The figure who presided over all this historic change was **Queen Victoria**. Victoria came to the throne in 1837 at the age of 18. She was queen for nearly 64 years. During the Victorian Age, the British Empire reached the height of its wealth and power. Victoria was popular with her subjects, and she performed her duties capably. However, she was forced to accept a less powerful role for the monarchy.

The kings who preceded Victoria in the 1700s and 1800s had exercised great influence over Parliament. The spread of democracy in the 1800s shifted political power almost completely to Parliament, and especially to the elected House of Commons. Now the government was completely run by the prime minister and the cabinet.

## History Makers



**Queen Victoria and Prince Albert**

About two years after her coronation, Queen Victoria (1819–1901) fell in love with her cousin Albert (1819–1861), a German prince. She proposed to him and they were married in 1840. Together they had nine children. Prince Albert established a tone of politeness and correct behavior at court, and the royal couple presented a picture of loving family life that became a British ideal.

After Albert died in 1861, the queen wore black silk for the rest of her life in mourning. She once said of Albert, "Without him everything loses its interest."

#### MAIN IDEA

#### Making Inferences

**A** Why do you think the Chartists demanded a secret ballot rather than public voting?



## Women Get the Vote

By 1890, several industrial countries had universal male suffrage (the right of all men to vote). No country, however, allowed women to vote. As more men gained suffrage, more women demanded the same.

**Organization and Resistance** During the 1800s, women in both Great Britain and the United States worked to gain the right to vote. British women organized reform societies and protested unfair laws and customs. As women became more vocal, however, resistance to their demands grew. Many people, both men and women, thought that woman suffrage was too radical a break with tradition. Some claimed that women lacked the ability to take part in politics.

**Militant Protests** After decades of peaceful efforts to win the right to vote, some women took more drastic steps. In Britain, Emmeline Pankhurst formed the Women's Social and Political Union (WSPU) in 1903. The WSPU became the most militant organization for women's rights. Its goal was to draw attention to the cause of woman suffrage. When asked about why her group chose militant means to gain women's rights, Pankhurst replied:

### PRIMARY SOURCE

I want to say here and now that the only justification for violence, the only justification for damage to property, the only justification for risk to the comfort of other human beings is the fact that you have tried all other available means and have failed to secure justice.

EMMELINE PANKHURST, *Why We Are Militant*

### MAIN IDEA

#### Analyzing Motives

**B** Was the use of militant action effective in achieving the goal of woman suffrage? Explain.

Emmeline Pankhurst, her daughters Christabel and Sylvia, and other WSPU members were arrested and imprisoned many times. When they were jailed, the Pankhursts led hunger strikes to keep their cause in the public eye. British officials force-fed Sylvia and other activists to keep them alive.

Though the woman suffrage movement gained attention between 1880 and 1914, its successes were gradual. Women did not gain the right to vote in national elections in Great Britain and the United States until after World War I. **B**

## France and Democracy

While Great Britain moved toward greater democracy in the late 1800s, democracy finally took hold in France.

**The Third Republic** In the aftermath of the Franco-Prussian War, France went through a series of crises. Between 1871 and 1914, France averaged a change of government almost yearly. A dozen political parties competed for power. Not until 1875 could the National Assembly agree on a new government. Eventually, the members voted to set up a republic. The **Third Republic** lasted over 60 years. However, France remained divided.

**The Dreyfus Affair** During the 1880s and 1890s, the Third Republic was threatened by monarchists, aristocrats, clergy, and army leaders. These groups wanted a monarchy or military rule. A controversy known as the **Dreyfus affair** became a battleground for these opposing forces. Widespread feelings of **anti-Semitism**, or prejudice against Jews, also played a role in this scandal.

## Global Impact

### The Women's Movement

By the 1880s, women were working internationally to win more rights. In 1888, women activists from the United States, Canada, and Europe met in Washington, D.C., for the International Council of Women. In 1893, delegates and observers from many countries attended a large congress of women in Chicago. They came from lands as far apart as New Zealand, Argentina, Iceland, Persia, and China.

The first countries to grant suffrage to women were New Zealand (1893) and Australia (1902). Only in two European countries—Finland (1906, then part of the Russian Empire) and Norway (1913)—did women gain voting rights before World War I. In the United States, the territory of Wyoming allowed women to vote in 1869. Several other Western states followed suit.



▲ This engraving from an 1898 French magazine shows Émile Zola being surrounded by an anti-Semitic mob.

In 1894, Captain Alfred Dreyfus, one of the few Jewish officers in the French army, was accused of selling military secrets to Germany. A court found him guilty, based on false evidence, and sentenced him to life in prison. In a few years, new evidence showed that Dreyfus had been framed by other army officers.

Public opinion was sharply divided over the scandal. Many army leaders, nationalists, leaders in the clergy, and anti-Jewish groups refused to let the case be reopened. They feared sudden action would cast doubt on the honor of the army. Dreyfus's defenders insisted that

justice was more important. In 1898, the writer Émile Zola published an open letter titled *J'accuse!* (I accuse) in a popular French newspaper. In the letter, Zola denounced the army for covering up a scandal. Zola was sentenced to a year in prison for his views, but his letter gave strength to Dreyfus's cause. Eventually, the French government declared his innocence.

**The Rise of Zionism** The Dreyfus case showed the strength of anti-Semitism in France and other parts of Western Europe. However, persecution of Jews was even more severe in Eastern Europe. Russian officials permitted pogroms (puh•GRAHMS), organized campaigns of violence against Jews. From the late 1880s on, thousands of Jews fled Eastern Europe. Many headed for the United States.

For many Jews, the long history of exile and persecution convinced them to work for a homeland in Palestine. In the 1890s, a movement known as **Zionism** developed to pursue this goal. Its leader was Theodor Herzl (HEHRT•suhl), a writer in Vienna. It took many years, however, before the state of Israel was established.

## SECTION

## 1

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

### USING YOUR NOTES

2. Which of these events most expanded democracy, and why?

Event	Evaluation

### MAIN IDEAS

3. What were some effects of the Reform Bill of 1832?
4. What was the goal of the WSPU in Britain?
5. What was the Dreyfus affair?

### CRITICAL THINKING & WRITING

6. **COMPARING** Why was the road to democracy more difficult for France than for England?
7. **SYNTHESIZING** Look again at the primary source on page 749. What is Pankhurst demanding?
8. **RECOGNIZING EFFECTS** What was the connection between anti-Semitism and Zionism?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Among the Chartists' demands was pay for members of Parliament. Write a **letter to the editor** that supports or criticizes a pay raise for your legislators.

### CONNECT TO TODAY CREATING A POSTER

Find information on issues in today's world that involve a call for social justice. Then make a **poster** in which you illustrate what you regard as the most compelling example of a current social injustice.





# Self-Rule for British Colonies

## MAIN IDEA

**EMPIRE BUILDING** Britain allowed self-rule in Canada, Australia, and New Zealand but delayed it for Ireland.

## WHY IT MATTERS NOW

Canada, Australia, and New Zealand are strong democracies today, while Ireland is divided.

## TERMS & NAMES

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

**SETTING THE STAGE** By 1800, Great Britain had colonies around the world. These included outposts in Africa and Asia. In these areas, the British managed trade with the local peoples, but they had little influence over the population at large. In the colonies of Canada, Australia, and New Zealand, on the other hand, European colonists dominated the native populations. As Britain industrialized and prospered in the 1800s, so did these colonies. Some were becoming strong enough to stand on their own.

## Canada Struggles for Self-Rule

Canada was originally home to many Native American peoples. The first European country to colonize Canada was France. The earliest French colonists, in the 1600s and 1700s, had included many fur trappers and missionaries. They tended to live among the Native Americans. Some French intermarried with Native Americans.

Great Britain took possession of the country in 1763 after it defeated France in the French and Indian War. The French who remained lived mostly in the lower St. Lawrence Valley. Many English-speaking colonists arrived in Canada after it came under British rule. Some came from Great Britain, and others were Americans who had stayed loyal to Britain after the American Revolution. They settled separately from the French along the Atlantic seaboard and the Great Lakes.

**French and English Canada** Religious and cultural differences between the mostly Roman Catholic French and the mainly Protestant English-speaking colonists caused conflict in Canada. Both groups pressed Britain for a greater voice in governing their own affairs. In 1791 the British Parliament tried to resolve both issues by creating two new Canadian provinces. Upper Canada (now Ontario) had an English-speaking majority. Lower Canada (now Quebec) had a French-speaking majority. Each province had its own elected assembly.

**The Durham Report** The division of Upper and Lower Canada temporarily eased tensions. In both colonies, the royal governor and a small group of wealthy British held most of the power. But during the early 1800s, middle-class professionals in both colonies began to demand political and economic reforms. In Lower Canada, these demands were also fueled by French resentment toward British rule. In the late 1830s, rebellions broke out in both Upper and Lower

## TAKING NOTES

**Comparing** Use a chart to compare progress toward self-rule by recording significant events.

Country	Political Events
Canada	
Australia	
New Zealand	
Ireland	

## History *in* Depth



### Acadians to Cajuns

Colonists from France founded the colony of Acadia on the eastern coast of what is now Canada in 1604. Tensions flared between these settlers and later arrivals from England and Scotland.

In 1713, the British gained control of Acadia and renamed it Nova Scotia (New Scotland). They expelled thousands of descendants of the original Acadians. Many eventually settled in southern Louisiana. Today, their culture still thrives in the Mississippi Delta area, where the people are called Cajuns (an alteration of Acadian).

Canada. The British Parliament sent a reform-minded statesman, Lord Durham, to investigate.

In 1839, Durham sent a report to Parliament that urged two major reforms. First, Upper and Lower Canada should be reunited as the Province of Canada, and British immigration should be encouraged. In this way, the French would slowly become part of the dominant English culture. Second, colonists in the provinces of Canada should be allowed to govern themselves in domestic matters. **A**

**The Dominion of Canada** By the mid-1800s, many Canadians believed that Canada needed a central government. A central government would be better able to protect the interests of Canadians against the United States, whose territory now extended from the Atlantic to the Pacific oceans. In 1867, Nova Scotia and New Brunswick joined the Province of Canada to form the Dominion of Canada. As a **dominion**, Canada was self-governing in domestic affairs but remained part of the British Empire.

**Canada's Westward Expansion** Canada's first prime minister, John MacDonald, expanded Canada westward by purchasing lands and persuading frontier territories to join the union. Canada stretched to the Pacific Ocean by 1871. MacDonald began the construction of a transcontinental railroad, completed in 1885.

## Australia and New Zealand

The British sea captain James Cook claimed New Zealand in 1769 and part of Australia in 1770 for Great Britain. Both lands were already inhabited. In New Zealand, Cook was greeted by the **Maori**, a Polynesian people who had settled in New Zealand around A.D. 800. Maori culture was based on farming, hunting, and fishing.

When Cook reached Australia, he considered the land uninhabited. In fact, Australia was sparsely populated by **Aborigines**, as Europeans later called the native peoples. Aborigines are the longest ongoing culture in the world. These nomadic peoples fished, hunted, and gathered food.

**Britain's Penal Colony** Britain began colonizing Australia in 1788 with convicted criminals. The prisons in England were severely overcrowded. To solve this problem, the British government established a penal colony in Australia. A **penal colony** was a place where convicts were sent to serve their sentences. Many European nations used penal colonies as a way to prevent overcrowding of prisons. After their release, the newly freed prisoners could buy land and settle.

**Free Settlers Arrive** Free British settlers eventually joined the former convicts in both Australia and New Zealand. In the early 1800s, an Australian settler experimented with breeds of sheep until he found one that produced high quality wool and thrived in the country's warm, dry weather. Although sheep are not native to Australia, the raising and exporting of wool became its biggest business.

To encourage immigration, the government offered settlers cheap land. The population grew steadily in the early 1800s and then skyrocketed after a gold rush in 1851. The scattered settlements on Australia's east coast grew into separate colonies. Meanwhile, a few pioneers pushed westward across the vast dry interior and established outposts in western Australia.

### MAIN IDEA

#### Recognizing Effects

**A** How do you think Durham's report affected French-speaking Canadians?





## Australia and New Zealand to 1850

INTERACTIVE

**Climate Regions**

- Desert
- Grassland
- Mediterranean
- Rain forest
- Savanna
- Woodlands
- Densest Aborigine or Maori populations, around 1770
- Date of European settlement



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** What sort of climate region is found along the eastern coast of Australia?
2. **Region** What regions of Australia and New Zealand were most densely inhabited by native peoples?

**Settling New Zealand** European settlement of New Zealand grew more slowly. This was because Britain did not claim ownership of New Zealand, as it did Australia. Rather, it recognized the land rights of the Maori. In 1814, missionary groups began arriving from Australia seeking to convert the Maori to Christianity.

The arrival of more foreigners stirred conflicts between the Maori and the European settlers over land. Responding to the settlers' pleas, the British decided to annex New Zealand in 1839 and appointed a governor to negotiate with the Maori. In a treaty signed in 1840, the Maori accepted British rule in exchange for recognition of their land rights.

**Self-Government** Like Canadians, the colonists of Australia and New Zealand wanted to rule themselves yet remain in the British Empire. During the 1850s, the colonies in both Australia and New Zealand became self-governing and created parliamentary forms of government. In 1901, the Australian colonies were united under a federal constitution as the Commonwealth of Australia. During the early 1900s, both Australia and New Zealand became dominions.

The people of Australia and New Zealand pioneered a number of political reforms. For example, the secret ballot, sometimes called the Australian ballot, was first used in Australia in the 1850s. In 1893, New Zealand became the first nation in the world to give full voting rights to women. However, only white women gained these rights.

**Status of Native Peoples** Native peoples and other non-Europeans were excluded from democracy and prosperity. Diseases brought by the Europeans killed Aborigines and Maori. As Australian settlement grew, the colonists displaced or killed many Aborigines.

In New Zealand, tensions between settlers and Maori continued to grow after it became a British colony. Between 1845 and 1872, the colonial government fought the Maori in a series of wars. Reduced by disease and outgunned by British weapons, the Maori were finally driven into a remote part of the country. **B**

▼ This photograph shows a Maori warrior with traditional dress and face markings.



### MAIN IDEA

#### Contrasting

**B** How did the colonial settlement of Australia and New Zealand differ?

## The Irish Win Home Rule

English expansion into Ireland had begun in the 1100s, when the pope granted control of Ireland to the English king. English knights invaded Ireland, and many settled there to form a new aristocracy. The Irish, who had their own ancestry, culture, and language, bitterly resented the English presence. Laws imposed by the English in the 1500s and 1600s limited the rights of Catholics and favored the Protestant religion and the English language.

Over the years, the British government was determined to maintain its control over Ireland. It formally joined Ireland to Britain in 1801. Though a setback for Irish nationalism, this move gave Ireland representation in the British Parliament. Irish leader Daniel O’Connell persuaded Parliament to pass the Catholic Emancipation Act in 1829. This law restored many rights to Catholics.

**The Great Famine** In the 1840s, Ireland experienced one of the worst famines of modern history. For many years, Irish peasants had depended on potatoes as virtually their sole source of food. From 1845 to 1848, a plant fungus ruined nearly all of Ireland’s potato crop. Out of a population of 8 million, about a million people died from starvation and disease over the next few years.

During the famine years, about a million and a half people fled from Ireland. Most went to the United States; others went to Britain, Canada, and Australia. At home, in Ireland, the British government enforced the demands of the English landowners that the Irish peasants pay their rent. Many Irish lost their land and fell hopelessly in debt, while large landowners profited from higher food prices.

**Demands for Home Rule** During the second half of the 1800s, opposition to British rule over Ireland took two forms. Some Irish wanted independence for Ireland. A greater number of Irish preferred [home rule](#), local control over internal

### > Analyzing Primary Sources

#### Starvation in Ireland

A traveler described what he saw on a journey through Ireland in 1847:

##### PRIMARY SOURCE

We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs—on removing a portion of the filthy covering—perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

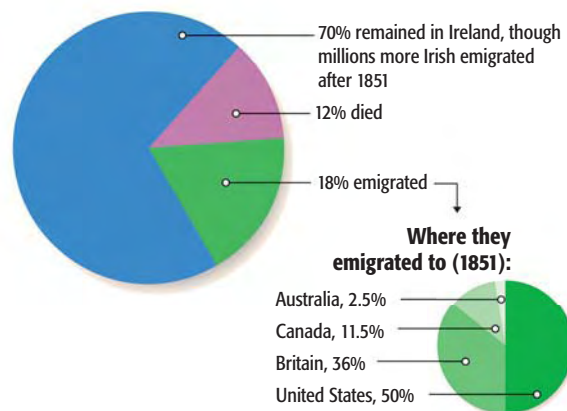
**WILLIAM BENNETT**, quoted in *Narrative of a Recent Journey of Six Weeks in Ireland*

#### DOCUMENT-BASED QUESTIONS

- 1. Determining Main Ideas** What was the effect of the destruction of Ireland’s potato crop on the population of Ireland?
- 2. Clarifying** How did 18 percent of the population deal with the famine?
- 3. Comparing** Which country received the most Irish emigrants?

#### The Great Famine, 1845–1851

Fate of the Irish during the famine:



Sources: R. F. Foster, *Modern Ireland, 1600–1972*; D. Fitzpatrick, *Irish Emigration, 1804–1921*



matters only. The British, fearful of Irish moves toward independence, refused to consider either option.

One reason for Britain's opposition to home rule was concern for Ireland's Protestants. They feared being a minority in a country dominated by Catholics. Most Protestants lived in the northern part of Ireland, known as Ulster. Finally, in 1914, Parliament enacted a home rule bill for southern Ireland. Just one month before the plan was to take effect, World War I broke out in Europe. Irish home rule was put on hold.

**Rebellion and Division** Frustrated over the delay in gaining independence, a small group of Irish nationalists rebelled in Dublin during Easter week, 1916. British troops put down the Easter Rising and executed its leaders. Their fate, however, aroused wider popular support for the nationalist movement.

After World War I, the Irish nationalists won a victory in the elections for the British Parliament. To protest delays in home rule, the nationalist members decided not to attend Parliament. Instead, they formed an underground Irish government and declared themselves independent. The **Irish Republican Army** (IRA), an unofficial military force seeking independence for Ireland, staged a series of attacks against British officials in Ireland. The attacks sparked war between the nationalists and the British government.

In 1921, Britain divided Ireland and granted home rule to southern Ireland. Ulster, or Northern Ireland, remained a part of Great Britain. The south became a dominion called the Irish Free State. However, many Irish nationalists, led by Eamon De Valera, continued to seek total independence from Britain. In 1949, the Irish Free State declared itself the independent Republic of Ireland. **C**

#### MAIN IDEA

#### Evaluating Decisions

**C** Was Britain's policy in dividing Ireland successful? Why or why not?

## Connect to Today

### Northern Ireland Today

When Northern Ireland decided to stay united with Great Britain, many Catholics there refused to accept the partition, or division. In the late 1960s, Catholic groups began to demonstrate for more civil rights.

Their protests touched off fighting between Catholics and Protestants. Militant groups on both sides engaged in terrorism. This violent period, called the "troubles," continued into the 1990s.

In 1999, with a peace accord, Catholics and Protestants began sharing power in a new home-rule government. In May 2007, home rule returned under a new power-sharing government.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Design a Web page about the peace process in Northern Ireland today. Include key figures in the peace process, especially Gerry Adams and David Trimble. Go to **classzone.com** for your research.

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

### USING YOUR NOTES

2. In what ways was Ireland different from the other three colonies?

Country	Political Events
Canada	
Australia	
New Zealand	

### MAIN IDEAS

3. What were the two major reforms urged by the Durham report?
4. What was unusual about the first European settlers in Australia?
5. What are the main countries to which the Irish emigrated during the famine?

### CRITICAL THINKING & WRITING

6. **COMPARING** How was Britain's policy toward Canada beginning in the late 1700s similar to its policy toward Ireland in the 1900s?
7. **DRAWING CONCLUSIONS** What impact did the Great Famine have on the population of Ireland?
8. **CLARIFYING** Why did Britain create Upper Canada and Lower Canada, and who lived in each colony?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Britain encouraged emigration to each of the colonies covered in this section. What effects did this policy have on these areas? Write a **paragraph** in which you provide an explanation.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on Irish emigration to the United States. Create a **bar graph** showing the years when the largest numbers of Irish came to the United States.

### INTERNET KEYWORD

*Irish immigration*



## Life in Early Australia

European explorers located Australia long after they had begun colonizing other lands. Dutch explorers were probably the first Europeans to reach Australia around 1605. Australia was not claimed by a European power, however, until the British did so in 1770.

Early Australia had many groups of people with diverse interests, including a native population that had lived on the island for at least 40,000 years. On these pages you will discover the occupations, motivations, and interests of some Australians in the 17th and 18th centuries.

### INTEGRATED TECHNOLOGY

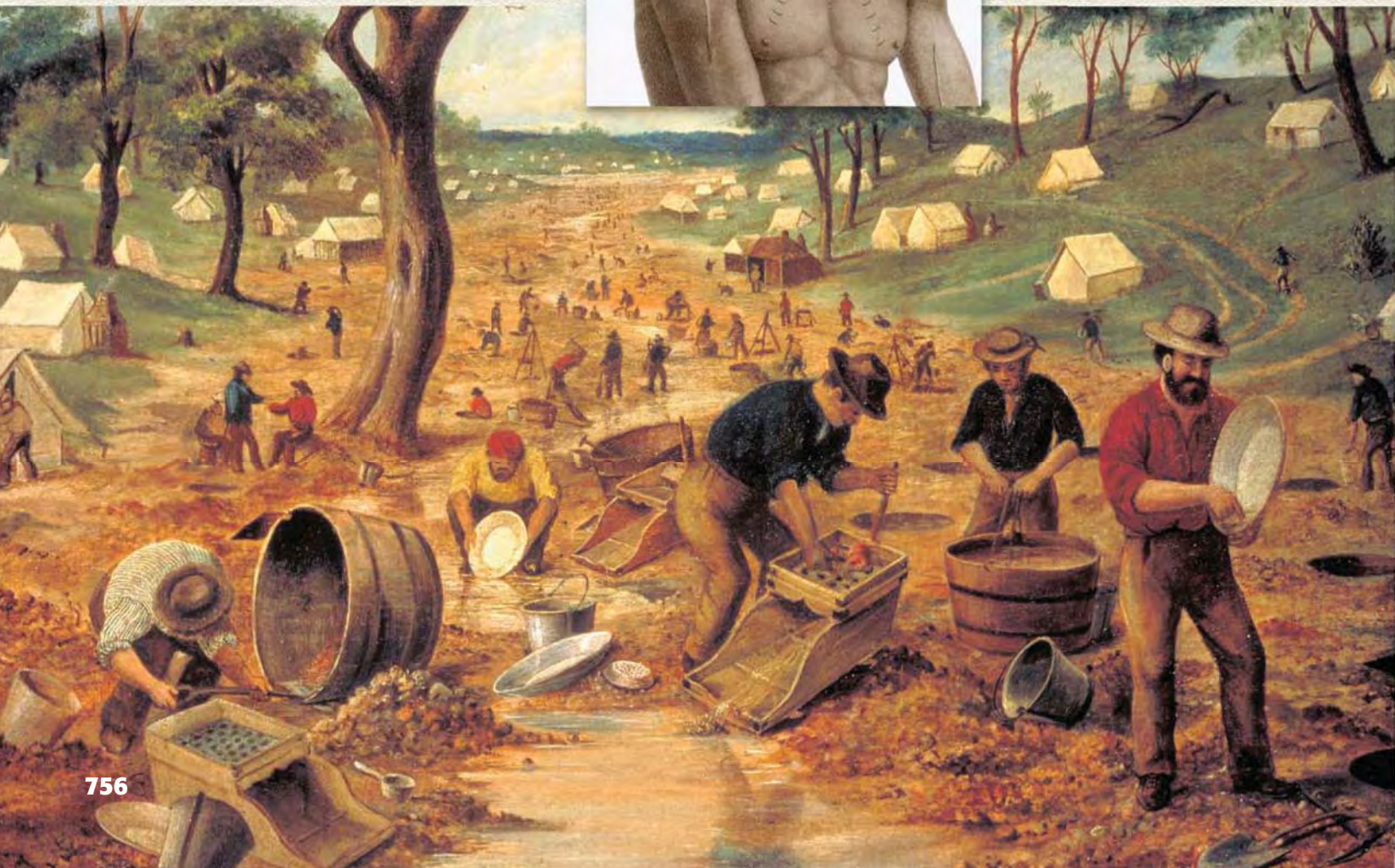
**RESEARCH LINKS** For more on early Australia, go to [classzone.com](http://classzone.com)

### ▼ Gold Miners

In 1851, lured by the potential of striking it rich, thousands of people began prospecting for gold in Australia. Sometimes whole families moved to the gold fields, but life in the gold camps was hard and very few people struck it rich. Searching for gold was hard and dirty work, as this painting illustrates.

### ▼ Original Australians

Aboriginal society developed in close harmony with nature. There were between 200 and 300 Aboriginal languages, and most people were bilingual or multilingual. By 1900, half of Australia's original inhabitants had died fighting the British or from disease. The engraving below depicts an Aboriginal man with ceremonial face paint and scars. The other image below is an ancient Aboriginal rock painting.





## > DATA FILE

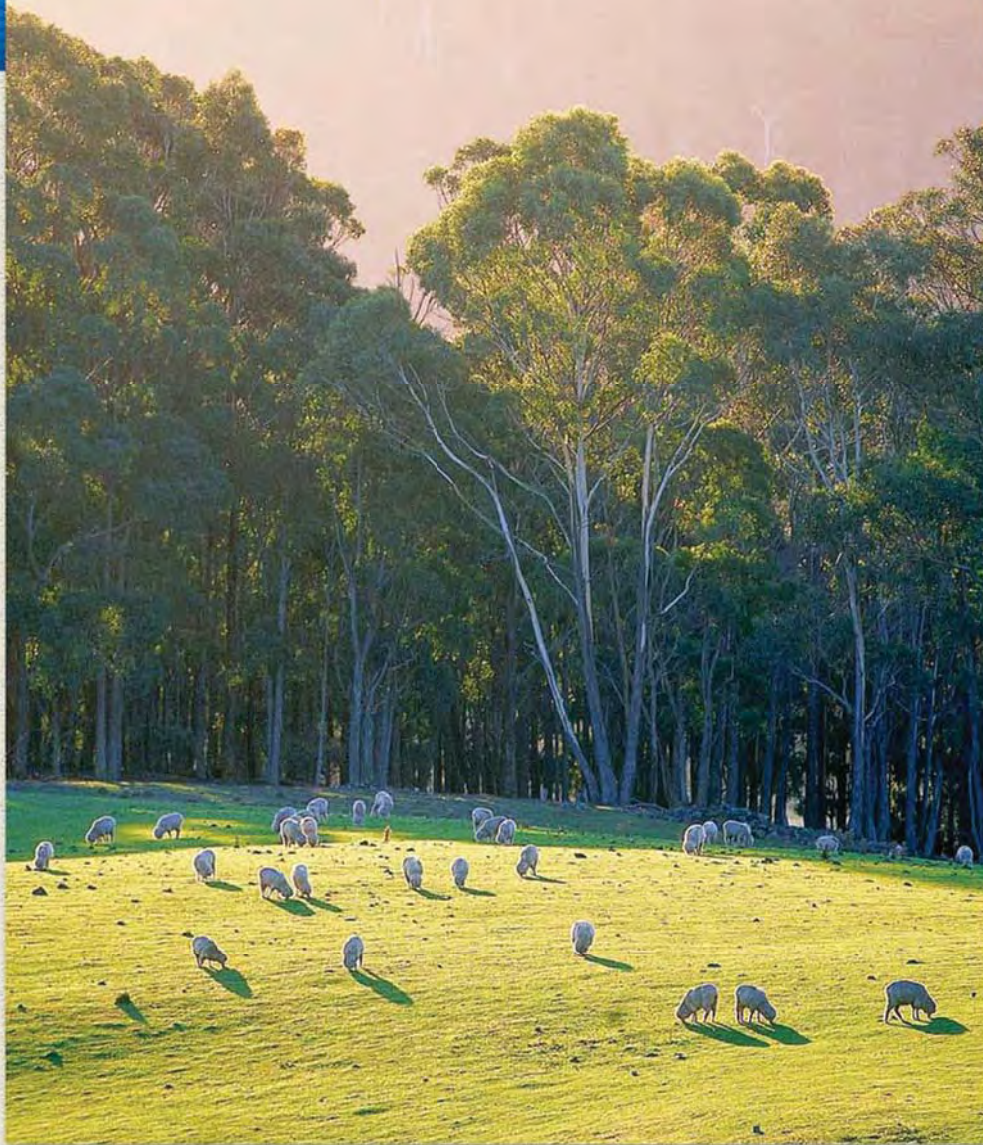
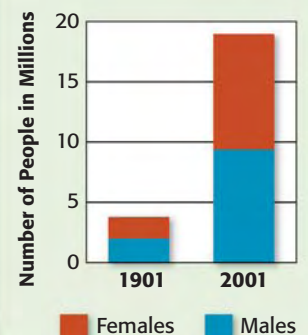
### Australia Today

- Australia still mines gold, but it also produces 95 percent of the world's precious opals and 99 percent of black opals.
- Australia has 24 million head of cattle and is the world's largest exporter of beef.
- Australians had 8.6 million cell phones in 2000.

### Australia's Population

- In 2001, there was an average of 6.5 people per square mile in Australia. That same year in the United States there were 77.8 people per square mile.
- In Australia's 2001 census, 410,003 people identified themselves as being of indigenous origin.

### Australia's Population

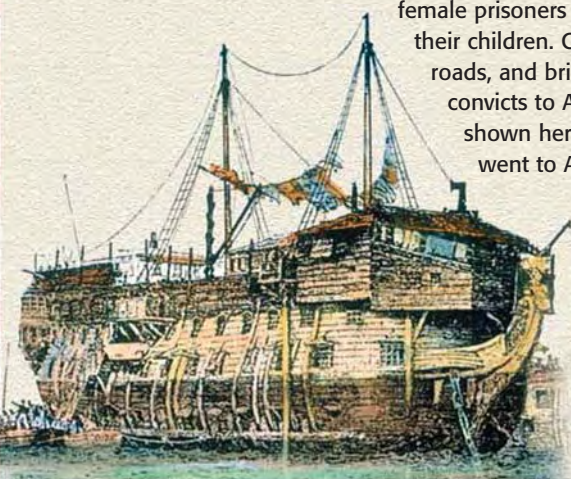


### ▲ Farmers and Ranchers

Free settlers made the journey to Australia willingly. Many went into farming and ranching. Farms provided much-needed food, and sheep ranching provided wool as a valuable export. Convicts were hired out to farmers and ranchers as cheap labor. Sheep ranching, shown in the picture above, remains an important part of Australia's economy.

### ▼ Convicts

Beginning in 1788, England sent both male and female prisoners to Australia—sometimes with their children. Convicts built public buildings, roads, and bridges. England stopped sending convicts to Australia in 1868. The prison ship shown here housed prisoners before they went to Australia.



## Connect to Today

### 1. Forming and Supporting Opinions

Of the groups represented on this page, which do you believe had highest quality of living? Why?

See Skillbuilder Handbook, page R20.

### 2. Comparing and Contrasting

Use the Internet to research the issues that Australian Aborigines and Native Americans in the United States face today and compare them. How are they similar? How are they different?





# War and Expansion in the United States

## MAIN IDEA

**POWER AND AUTHORITY** The United States expanded across North America and fought a civil war.

## WHY IT MATTERS NOW

The 20th-century movements to ensure civil rights for African Americans and others are a legacy of this period.

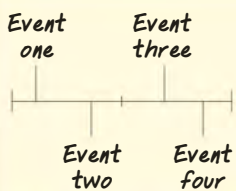
## TERMS & NAMES

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

**SETTING THE STAGE** The United States won its independence from Britain in 1783. At the end of the Revolutionary War, the Mississippi River marked the western boundary of the new republic. As the original United States filled with settlers, land-hungry newcomers pushed beyond the Mississippi. The government helped them by acquiring new territory for settlement. Meanwhile, tensions between northern and southern states over the issues of states' rights and slavery continued to grow and threatened to reach a boiling point.

## TAKING NOTES

**Following Chronological Order** Create a time line to record major events of the United States in the 19th century.



## Americans Move West

In 1803, President Thomas Jefferson bought the Louisiana Territory from France. The Louisiana Purchase doubled the size of the new republic and extended its boundary to the Rocky Mountains. In 1819, Spain gave up Florida to the United States. In 1846, a treaty with Great Britain gave the United States part of the Oregon Territory. The nation now stretched from the Atlantic to the Pacific oceans.

**Manifest Destiny** Many Americans believed in **manifest destiny**, the idea that the United States had the right and duty to rule North America from the Atlantic Ocean to the Pacific Ocean. Government leaders used manifest destiny to justify evicting Native Americans from their tribal lands.

The Indian Removal Act of 1830 made such actions official policy. This law enabled the federal government to force Native Americans living in the East to move to the West. Georgia's Cherokee tribe challenged the law before the Supreme Court. The Court, however, ruled that the suit was not valid. The Cherokees had to move. Most of them traveled 800 miles to Oklahoma, mainly on foot, on a journey later called the Trail of Tears. About a quarter of the Cherokees died on the trip. A survivor recalled how the journey began:

## PRIMARY SOURCE

The day was bright and beautiful, but a gloomy thoughtfulness was depicted in the lineaments of every face. . . . At this very moment a low sound of distant thunder fell on my ear . . . and sent forth a murmur, I almost thought a voice of divine indignation for the wrong of my poor and unhappy countrymen, driven by brutal power from all they loved and cherished in the land of their fathers.

**WILLIAM SHOREY COODEY**, quoted in *The Trail of Tears*

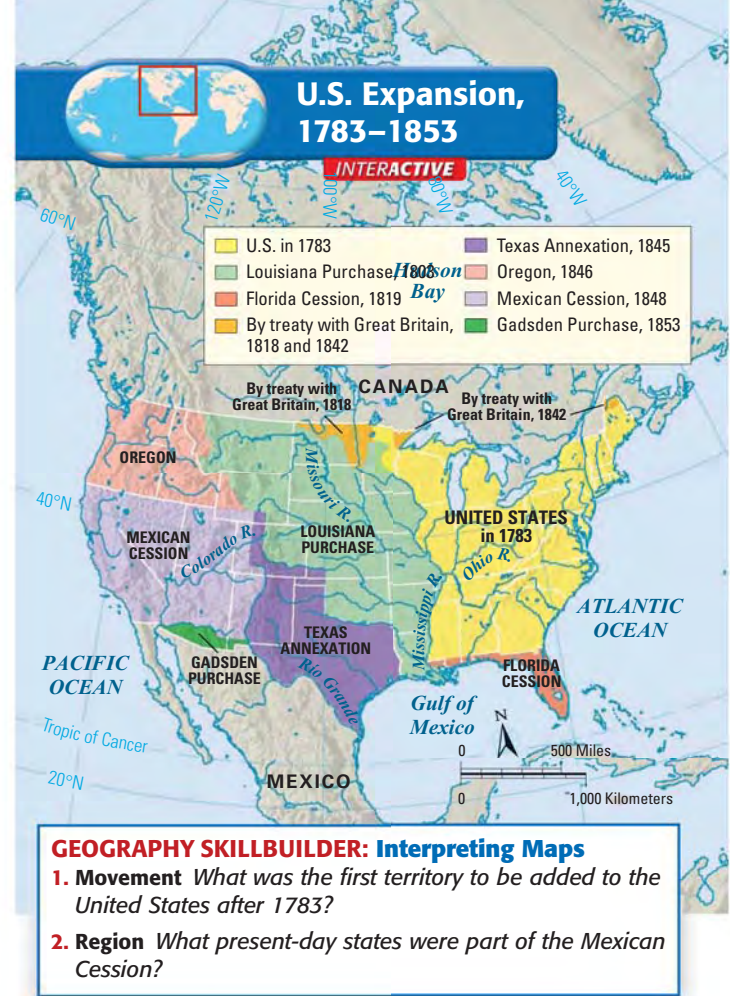


When the Cherokees reached their destination, they ended up on land inferior to that which they had left. As white settlers moved west during the 19th century, the government continued to push Native Americans off their land.

**Texas Joins the United States** When Mexico had gained its independence from Spain in 1821, its territory included the lands west of the Louisiana Purchase. With Mexico's permission, American settlers moved into the Mexican territory of Texas. However, settlers were unhappy with Mexico's rule.

In 1836, Texans revolted against Mexican rule and won their independence. Then, in 1845, the United States annexed Texas. Since Mexico still claimed Texas, it viewed this annexation as an act of war.

**War with Mexico** Between May 1846 and February 1848, war raged between the two countries. Finally, Mexico surrendered. As part of the settlement of the Mexican-American War, Mexico ceded territory to the United States. The Mexican Cession included California and a huge area in the Southwest. In 1853, the Gadsden Purchase from Mexico brought the lower continental United States to its present boundaries.



## Civil War Tests Democracy

America's westward expansion raised questions about what laws and customs should be followed in the West. Since the nation's early days, the northern and southern parts of the United States had followed different ways of life. Each section wanted to extend its own way of life to the new territories and states in the West.

**North and South** The North had a diversified economy, with both farms and industry. For both its factories and farms, the North depended on free workers. The South's economy, on the other hand, was based on just a few cash crops, mainly cotton. Southern planters relied on slave labor. **A**

The economic differences between the two regions led to a conflict over slavery. Many Northerners considered slavery morally wrong. They wanted to outlaw slavery in the new western states. Most white Southerners believed slavery was necessary for their economy. They wanted laws to protect slavery in the West so that they could continue to raise cotton on the fertile soil there.

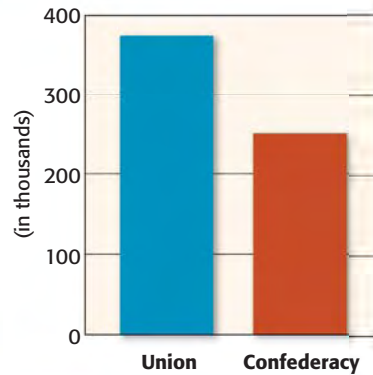
The disagreement over slavery fueled a debate about the rights of the individual states against those of the federal government. Southern politicians argued that the states had freely joined the Union, and so they could freely leave. Most Northerners felt that the Constitution had established the Union once and for all.

**Civil War Breaks Out** Conflict between the North and South reached a climax in 1860, when **Abraham Lincoln** was elected president. Southerners fiercely

### MAIN IDEA

#### Contrasting

**A** What were the main economic differences between the Northern and Southern states?



**2. Human-Environment Interaction** Which side do you think suffered the most devastation? Why?

On April 12, 1861, Confederate forces fired on Fort Sumter, a federal fort in Charleston, South Carolina. Lincoln ordered the army to bring the rebel states back into the Union. The [U.S. Civil War](#) had begun. Four years of fighting followed, most of it in the South. Although the South had superior military leadership, the North had a larger population, better transportation, greater resources, and more factories. These advantages proved too much, and in April 1865, the South surrendered.

### MAIN IDEA

**B** Did the Emancipation Proclamation reflect a change in Lincoln's main goal for the war?

In the aftermath of the war, the U.S. Congress passed the Thirteenth Amendment to the Constitution, which abolished slavery in the United States. The Fourteenth and Fifteenth Amendments extended the rights of citizenship to all Americans and guaranteed former slaves the right to vote.

760 Chapter 26




Americans' rights and made it difficult for them to vote. Such laws also encouraged **segregation**, or separation, of blacks and whites in the South. African Americans continued to face discrimination in the North as well.

## The Postwar Economy

The need for mass production and distribution of goods during the Civil War speeded industrialization. After the war, the United States experienced industrial expansion unmatched in history. By 1914, it was a leading industrial power.


**Immigration** Industrialization could not have occurred so rapidly without immigrants. During the 1870s, immigrants arrived at a rate of nearly 2,000 a day. By 1914, more than 20 million people had moved to the United States from Europe and Asia. Many settled in the cities of the Northeast and Midwest. Others settled in the open spaces of the West.

**The Railroads** As settlers moved west, so did the nation's rail system. In 1862, Congress had authorized money to build a transcontinental railroad. For seven years, immigrants and other workers dug tunnels, built bridges, and laid track. When the railroad was completed in 1869, railroads linked California with the eastern United States. 

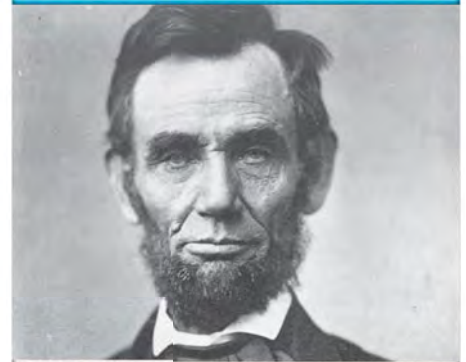
By 1900, nearly 200,000 miles of track crossed the nation. This system linked farm to city and boosted trade and industry. The railroads bought huge quantities of steel. Also, trains brought materials such as coal and iron ore to factories and moved the finished goods to market. They carried corn, wheat, and cattle from the Great Plains to processing plants in St. Louis, Chicago, and Minneapolis. These developments helped to make the United States a world leader.

### MAIN IDEA

#### Recognizing Effects

 How did railroads affect the growth of the United States?

## History Makers



**Abraham Lincoln**  
1809–1865

Lincoln passionately believed in preserving the Union. His upbringing might help explain why. The son of rural, illiterate parents, he educated himself. After working as rail splitter, boatman, storekeeper, and surveyor, he taught himself to be a lawyer. This career path led eventually to the White House.

In Europe, people stayed at the level of society into which they had been born. Yet the United States had been founded on the belief that all men were created equal. Small wonder that Lincoln fought to preserve the democracy he described as the "last best hope of earth."

## SECTION

# 3

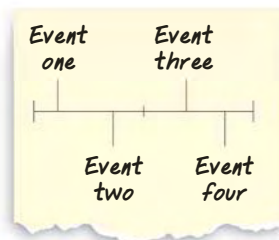
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

### USING YOUR NOTES

2. Which events contributed to U.S. expansion?



### MAIN IDEAS

3. What territory did the Mexican-American War open up to American settlers?
4. What were some of the economic differences between the North and the South before the Civil War?
5. How did the Civil War speed up America's industrialization?

### CRITICAL THINKING & WRITING

6. **DISTINGUISHING FACT FROM OPINION** Reread the quotation from William Shorey Coodey on page 758. What facts are conveyed in his statement? What opinions does he express about the Trail of Tears?
7. **COMPARING** What were the relative resources of the North and South in the U.S. Civil War?
8. **MAKING INFERENCES** How might the Mexican Cession (see map, page 759) have consequences today?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine that you are making the westward journey by wagon train. Write a number of **journal entries** describing your experience.

### CONNECT TO TODAY MAKING A TABLE

Find information on countries today that are experiencing civil wars or conflicts. Make a **table** that includes the name of each country, the continent it is located on, and the dates of the conflict.



# 4

## Nineteenth-Century Progress

### MAIN IDEA

#### SCIENCE AND TECHNOLOGY

Breakthroughs in science and technology transformed daily life and entertainment.

### WHY IT MATTERS NOW

Electric lights, telephones, cars, and many other conveniences of modern life were invented during this period.

### TERMS & NAMES

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

**SETTING THE STAGE** The Industrial Revolution happened because of inventions such as the spinning jenny and the steam engine. By the late 1800s, advances in both industry and technology were occurring faster than ever before. In turn, the demands of growing industries spurred even greater advances in technology. A surge of scientific discovery pushed the frontiers of knowledge forward. At the same time, in industrialized countries, economic growth produced many social changes.

### TAKING NOTES

**Summarizing** Use a web diagram to connect people with their ideas and inventions.



## Inventions Make Life Easier

In the early 1800s, coal and steam drove the machines of industry. By the late 1800s, new kinds of energy were coming into use. One was gasoline (made from oil), which powered the internal combustion engine. This engine would make the automobile possible. Another kind of energy was electricity. In the 1870s, the electric generator was developed, which produced a current that could power machines.

**Edison the Inventor** During his career, Thomas Edison patented more than 1,000 inventions, including the light bulb and the phonograph. Early in his career, Edison started a research laboratory in Menlo Park, New Jersey. Most of his important inventions were developed there, with help from the researchers he employed, such as Lewis H. Latimer, an African-American inventor. Indeed, the idea of a research laboratory may have been Edison's most important invention.

**Bell and Marconi Revolutionize Communication** Other inventors helped harness electricity to transmit sounds over great distances. Alexander Graham Bell was a teacher of deaf students who invented the telephone in his spare time. He displayed his device at the Philadelphia Centennial Exposition of 1876.

The Italian inventor Guglielmo Marconi used theoretical discoveries about electromagnetic waves to create the first radio in 1895. This device was important because it sent messages (using Morse Code) through the air, without the use of wires. Primitive radios soon became standard equipment for ships at sea.

**Ford Sparks the Automobile Industry** In the 1880s, German inventors used a gasoline engine to power a vehicle—the automobile. Automobile technology developed quickly, but since early cars were built by hand, they were expensive.

An American mechanic named Henry Ford decided to make cars that were affordable for most people. Ford used standardized, interchangeable parts. He



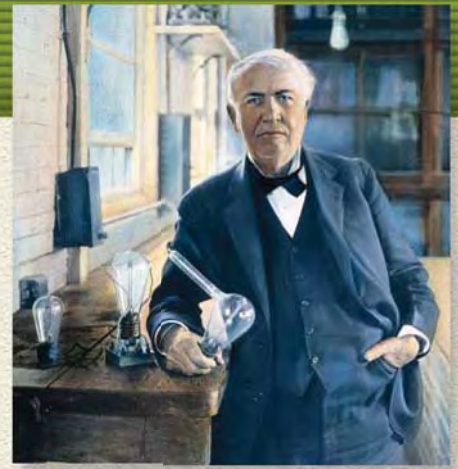
## Edison's Inventions

Thomas Alva Edison was one of the greatest inventors in history. He held thousands of patents for his inventions in over 30 countries. The United States Patent Office alone issued Edison 1,093 patents. Among his inventions was an electric light bulb, the phonograph, and motion pictures, all shown on this page.

Some scientists and historians, however, believe that Edison's greatest achievement was his development of the research laboratory. Edison worked with a team of different specialists to produce his creations. His precise manner is illustrated by his famous quote: "Genius is 1 percent inspiration and 99 percent perspiration."

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Thomas Alva Edison, go to [classzone.com](http://classzone.com)

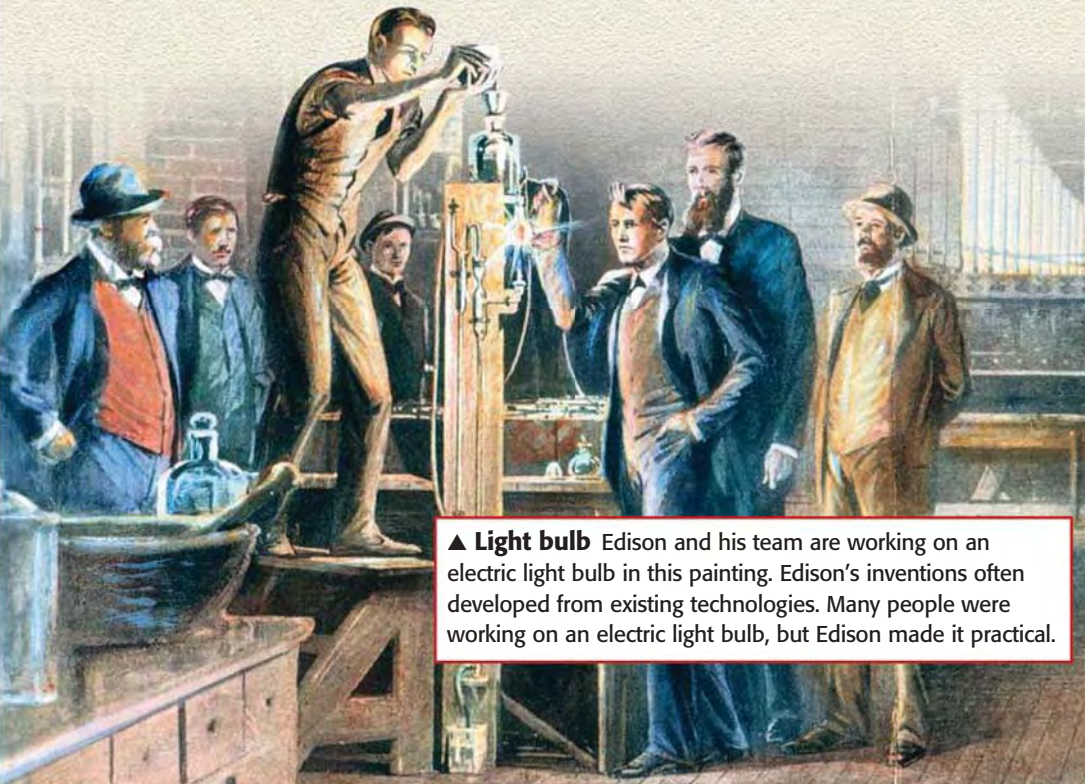
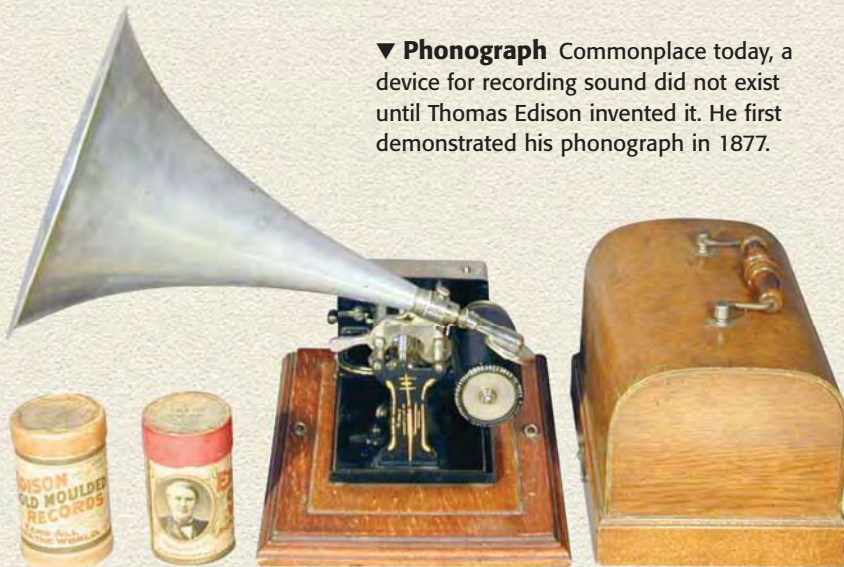


▲ Thomas Edison in his West Orange, New Jersey, laboratory, 1915

▼ **Motion pictures** The idea of "moving pictures" was not Edison's, but his "Kinetoscope," shown below, made movies practical.



▼ **Phonograph** Commonplace today, a device for recording sound did not exist until Thomas Edison invented it. He first demonstrated his phonograph in 1877.



▲ **Light bulb** Edison and his team are working on an electric light bulb in this painting. Edison's inventions often developed from existing technologies. Many people were working on an electric light bulb, but Edison made it practical.

### Connect to Today

**1. Clarifying** What did Edison mean when he said, "Genius is 1 percent inspiration and 99 percent perspiration"?

See Skillbuilder Handbook, page R4.

**2. Forming and Supporting Opinions** Which of Edison's inventions shown on this page do you think has had the most influence?

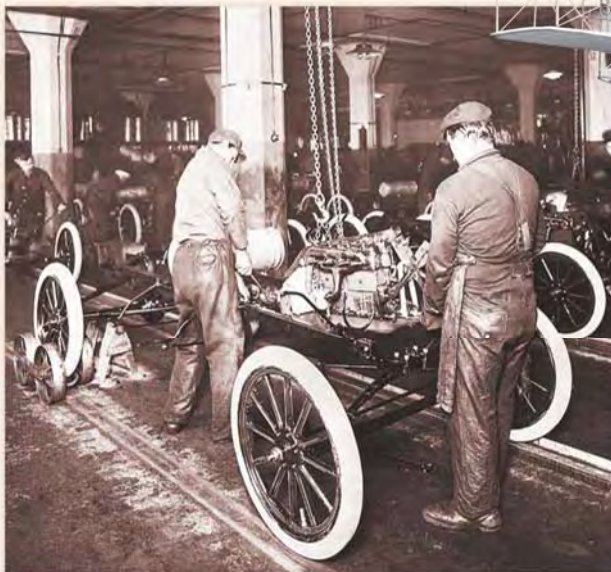


## An Age of Inventions



### ▲ Telephone

Alexander Graham Bell demonstrated the first telephone in 1876. It quickly became an essential of modern life. By 1900, there were 1.4 million telephones in the United States. By 1912, there were 8.7 million.



### ▲ Airplane

Through trial and error, the Wright brothers designed wings that provided lift and balance in flight. Their design is based on principles that are still used in every aircraft.

### ◀ Automobile Assembly Line

Ford's major innovation was to improve efficiency in his factory. By introducing the assembly line, he reduced the time it took to build a car from 12.5 to 1.5 worker-hours.



also built them on an **assembly line**, a line of workers who each put a single piece on unfinished cars as they passed on a moving belt.

Assembly line workers could put together an entire Model T Ford in less than two hours. When Ford introduced this plain, black, reliable car in 1908, it sold for \$850. As his production costs fell, Ford lowered the price. Eventually it dropped to less than \$300. Other factories adopted Ford's ideas. By 1916, more than 3.5 million cars were traveling around on America's roads. **A**

**The Wright Brothers Fly** Two bicycle mechanics from Dayton, Ohio, named Wilbur and Orville Wright, solved the age-old riddle of flight. On December 17, 1903, they flew a gasoline-powered flying machine at Kitty Hawk, North Carolina. The longest flight lasted only 59 seconds, but it started the aircraft industry.

## New Ideas in Medicine

As you learned in Chapter 22, earlier centuries had established the scientific method. Now this method brought new insights into nature as well as practical results.

**The Germ Theory of Disease** An important breakthrough in the history of medicine was the germ theory of disease. It was developed by French chemist Louis Pasteur in the mid-1800s. While examining the fermentation process of alcohol, Pasteur discovered that it was caused by microscopic organisms he called bacteria. He also learned that heat killed bacteria. This led him to develop the process of pasteurization to kill germs in liquids such as milk. Soon, it became clear to Pasteur and others that bacteria also caused diseases.

Joseph Lister, a British surgeon, read about Pasteur's work. He thought germs might explain why half of surgical patients died of infections. In 1865, he ordered that his surgical wards be kept spotlessly clean. He insisted that wounds be washed in antiseptics, or germ-killing liquids. As a result, 85 percent of Lister's patients survived. Other hospitals adopted Lister's methods.

Public officials, too, began to understand that cleanliness helped prevent the spread of disease. Cities built plumbing and sewer systems and took other steps to improve public health. Meanwhile, medical researchers developed vaccines or cures for such deadly diseases as typhus, typhoid fever, diphtheria, and yellow fever. These advances helped people live longer, healthier lives.

### MAIN IDEA

#### Making Inferences

**A** Why do you think Ford reduced the price of the Model T?



## New Ideas in Science

No scientific idea of modern times aroused more controversy than the work of English naturalist **Charles Darwin**. The cause of the controversy was Darwin's answer to the question that faced biologists: How can we explain the tremendous variety of plants and animals on earth? A widely accepted answer in the 1800s was the idea of special creation—every kind of plant and animal had been created by God at the beginning of the world and had remained the same since then.

**Darwin's Theory of Evolution** Darwin challenged the idea of special creation. Based on his research as a naturalist on the voyage of the *H.M.S. Beagle*, he developed a theory that all forms of life, including human beings, evolved from earlier living forms that had existed millions of years ago.

In 1859, Darwin published his thinking in a book titled *On the Origin of Species by Means of Natural Selection*. According to the idea of natural selection, populations tend to grow faster than the food supply and so must compete for food. The members of a species that survive are those that are fittest, or best adapted to their environment. These surviving members of a species produce offspring that share their advantages. Gradually, over many generations, the species may change. In this way, new species evolve. Darwin's idea of change through natural selection came to be called the **theory of evolution**. **B**

### MAIN IDEA

#### Clarifying

**B** According to Darwin, how does natural selection affect evolution?

**Mendel and Genetics** Although Darwin said that living things passed on their variations from one generation to the next, he did not know how they did so. In the 1850s and 1860s, an Austrian monk named Gregor Mendel discovered that there is a pattern to the way that certain traits are inherited. Although his work was not widely known until 1900, Mendel's work began the science of genetics.

**Advances in Chemistry and Physics** In 1803, the British chemist John Dalton theorized that all matter is made of tiny particles called atoms. Dalton showed that elements contain only one kind of atom, which has a specific weight. Compounds, on the other hand, contain more than one kind of atom.

In 1869, Dmitri Mendeleev (MEHN•duh•LAY•uhf), a Russian chemist, organized a chart on which all the known elements were arranged in order of weight, from lightest to heaviest. He left gaps where he predicted that new elements would be discovered. Later, his predictions proved correct. Mendeleev's chart, the Periodic Table, is still used today.

A husband and wife team working in Paris, Marie and Pierre Curie, discovered two of the missing elements, which they named radium and polonium. The elements were found in a mineral called pitchblende that released a powerful form of energy. In 1898, Marie Curie gave this energy the name **radioactivity**. In 1903, the Curies shared the Nobel Prize for physics for their work on radioactivity. In 1911, Marie Curie won the Nobel Prize for chemistry for the discovery of radium and polonium.

Physicists around 1900 continued to unravel the secrets of the atom. Earlier scientists believed that the atom was the smallest particle that existed. A British physicist named

### History Makers



**Marie Curie**  
1867–1934

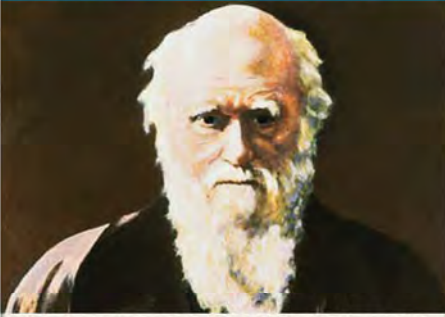
Marie Curie's original name was Marya Skłodowska. Born in Warsaw, Poland, she emigrated to Paris to study, where she changed her name to Marie.

She achieved a number of firsts in her career. She was the first woman to teach in the Sorbonne, a world-famous college that was part of the University of Paris. She was the first woman to win a Nobel Prize—two, in fact.

In 1911, she won the Nobel prize for chemistry. In 1921, she made a journey to the U.S. In 1934, she died from leukemia caused by the radiation she had been exposed to in her work.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Marie Curie, go to **classzone.com**.



### Social Darwinism

Charles Darwin (above) was a naturalist, but a number of 19th-century thinkers tried to apply his ideas to economics and politics. The leader in this movement was Herbert Spencer, an English philosopher.

Free economic competition, Spencer argued, was natural selection in action. The best companies make profits, while inefficient ones go bankrupt. Spencer applied the same rules to individuals. Those who were fittest for survival enjoyed wealth and success, while the poor remained poor because they were unfit. This idea became known as Social Darwinism. It also provided a rationalization for imperialism and colonialism.

Ernest Rutherford suggested that atoms were made up of yet smaller particles. Each atom, he said, had a nucleus surrounded by one or more particles called electrons. Soon other physicists such as Max Planck, Neils Bohr, and Albert Einstein were studying the structure and energy of atoms.


## Social Sciences Explore Behavior

The scientific theories of the 1800s prompted scholars to study human society and behavior in a scientific way. Interest in these fields grew enormously during that century, as global expeditions produced a flood of new discoveries about ancient civilizations and world cultures. This led to the development of modern social sciences such as archaeology, anthropology, and sociology.

An important new social science was **psychology**, the study of the human mind and behavior. The Russian physiologist Ivan Pavlov believed that human actions were often unconscious reactions to experiences and could be changed by training.


Another pioneer in psychology, the Austrian doctor Sigmund Freud, also believed that the unconscious mind drives how people think and act. In Freud's view, unconscious forces such as suppressed memories, desires, and impulses shape behavior. He founded a type of therapy called psychoanalysis to deal with psychological conflicts created by these forces.

Freud's theories became very influential. However, his idea that the mind was beyond conscious control also shocked many people. The theories of Freud and Pavlov challenged the fundamental idea of the Enlightenment—

that reason was supreme. The new ideas about psychology began to shake the 19th-century faith that humans could perfect themselves and society through reason. 

### MAIN IDEA

#### Clarifying

 Why was the work of Pavlov and Freud groundbreaking?

## The Rise of Mass Culture

In earlier periods, art, music, and theater were enjoyed by the wealthy. This group had the money, leisure time, and education to appreciate high culture. It was not until about 1900 that people could speak of **mass culture**—the appeal of art, writing, music, and other forms of entertainment to a larger audience.

**Changes Produce Mass Culture** There were several causes for the rise of mass culture. Their effects changed life in Europe and North America. Notice in the chart on the next page how working class people's lives were changed by mass culture. The demand for leisure activities resulted in a variety of new pursuits for people to enjoy. People went to music performances, movies, and sporting events.

**Music Halls, Vaudeville, and Movies** A popular leisure activity was a trip to the local music hall. On a typical evening, a music hall might offer a dozen or more different acts. It might feature singers, dancers, comedians, jugglers, magicians, and acrobats. In the United States, musical variety shows were called vaudeville. Vaudeville acts traveled from town to town, appearing at theaters.

During the 1880s, several inventors worked at trying to project moving images. One successful design came from France. Another came from Thomas Edison's laboratory. The earliest motion pictures were black and white and lasted less than a minute.



Rise of Mass Culture		
Cause	Effect/Cause	Effect
• Public education	• Increase in literacy	• Mass market for books and newspapers
• Improvement in communications	• Publications cheaper and more accessible	• Mass market for books and newspapers
• Invention of phonograph and records	• More music directly in people's homes	• Greater demand for musical entertainment
• Shorter workday—10 hours shorter workweek—5-1/2 days	• More leisure time	• Greater demand for mass entertainment activities
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Analyzing Causes</b> <i>What was the immediate cause for the increased demand for mass entertainment activities?</i> <b>2. Recognizing Effects</b> <i>What was the ultimate effect of public education and improved communications?</i>		

By the early 1900s, filmmakers were producing the first feature films. Movies quickly became big business. By 1910, five million Americans attended some 10,000 theaters each day. The European movie industry experienced similar growth.

**Sports Entertain Millions** With time at their disposal, more people began to enjoy sports and outdoor activities. Spectator sports now became entertainment. In the United States, football and baseball soared in popularity. In Europe, the first professional soccer clubs formed and drew big crowds. Favorite English sports such as cricket spread to the British colonies of Australia, India, and South Africa.

As a result of the growing interest in sports, the International Olympic Games began in 1896. They revived the ancient Greek tradition of holding an athletic competition every four years. Fittingly, the first modern Olympics took place in Athens, Greece, the country where the games had originated.

## SECTION

## 4

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

### USING YOUR NOTES

2. Which breakthrough helped people the most? Why?



### MAIN IDEAS

3. What effect did the assembly line have on production costs?  
 4. How did Joseph Lister improve the survival rate of his patients?  
 5. What effect did the spread of public education have on culture?

### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How is the mass culture that rose at the end of the 19th century similar to mass culture today? How is it different? Explain your response.  
 7. **RECOGNIZING EFFECTS** How did the germ theory change living conditions in Europe and the United States?  
 8. **ANALYZING CAUSES** What changes led to the rise of mass culture around 1900?  
 9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a two-paragraph **expository essay** in which you discuss whether advances in science and technology have had a largely positive or negative impact on society.

### CONNECT TO TODAY MAKING A POSTER

Find information on the current state of medicines such as antibiotics and problems with their use and overuse. Create a **poster** that shows examples of current antibiotics, their benefits, and their potential negative long-term impact.

# Chapter 26 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the reforms, crises, or advances of Western nations from 1815 to 1914.

1. suffrage
2. anti-Semitism
3. dominion
4. home rule
5. manifest destiny
6. Emancipation Proclamation
7. assembly line
8. theory of evolution

## MAIN IDEAS

### Democratic Reform and Activism Section 1 (pages 747–750)

9. What political reforms expanded democracy for men in Britain?
10. Why did the woman suffrage movement in Great Britain become more militant?

### Self-Rule for British Colonies Section 2 (pages 751–757)

11. What cultural conflict caused problems for Canada?
12. How did Australia's early history differ from that of other British colonies?
13. Why did the British pass a home rule bill for southern Ireland only?

### War and Expansion in the United States

Section 3 (pages 758–761)

14. In what ways did the United States gain territory in the 1800s?
15. Why was the issue of slavery in the United States so divisive?

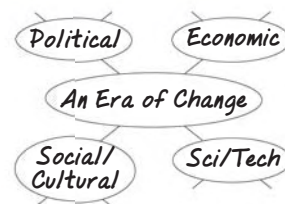
### Nineteenth-Century Progress Section 4 (pages 762–767)

16. What was Darwin's principle of natural selection?
17. What prompted the growth of the social sciences?
18. What were some of the effects of increased leisure time?

## CRITICAL THINKING

### 1. USING YOUR NOTES

Create a web diagram of the major political, economic, social and cultural, and scientific and technological changes of the 1800s and early 1900s.



### 2. RECOGNIZING EFFECTS

**SCIENCE AND TECHNOLOGY** For a worker, what might be the advantages and disadvantages of an assembly line?

### 3. ANALYZING MOTIVES

**POWER AND AUTHORITY** What effect did the call for home rule in British colonies have on Ireland's desire for independence?

### 4. HYPOTHESIZING

Imagine that circumstances had forced the North to surrender to the South in the Civil War, causing two countries to share the region now occupied by the United States. What economic effects might this have had on the North? the South? the region as a whole?

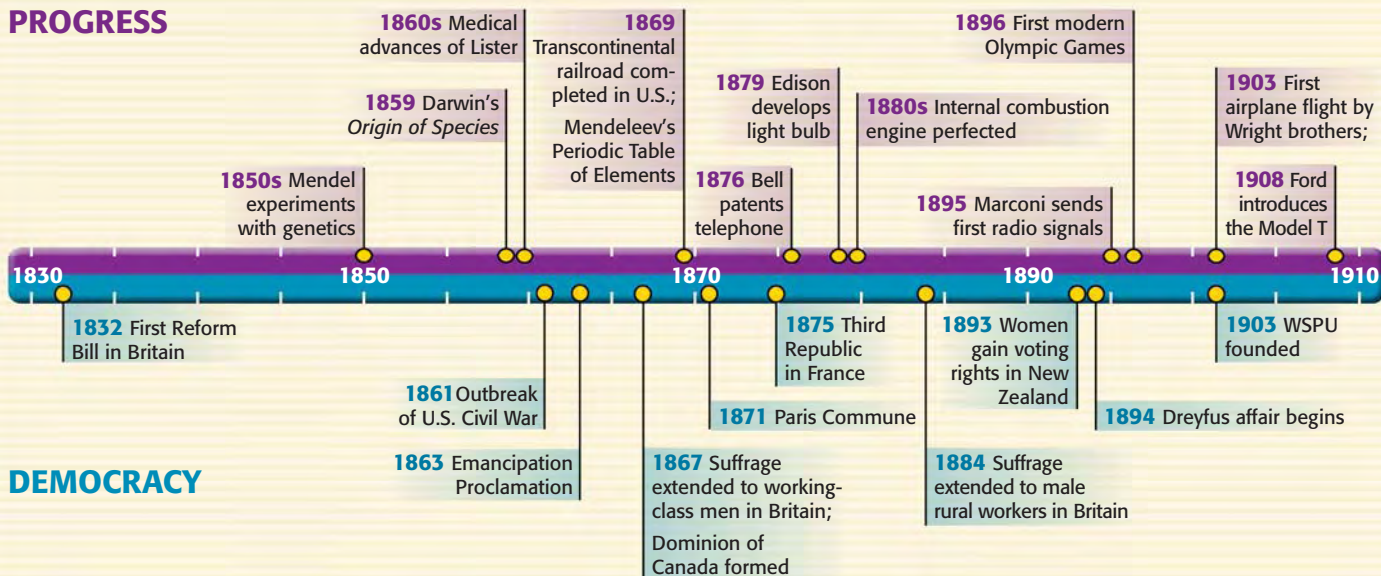
### 5. DRAWING CONCLUSIONS

How did manifest destiny help shape the U.S. government's policies of land acquisition?

## VISUAL SUMMARY

### An Age of Democracy and Progress

#### PROGRESS





Use the declaration from the Seneca Falls convention (held in New York) and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

## PRIMARY SOURCE

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

**THE SENECA FALLS CONVENTION, “Declaration of Sentiments”**

- The purpose of the Seneca Falls convention was to
  - call for an end to slavery.
  - call for the South to secede from the Union.
  - call for women’s rights.
  - call for the release of Emmeline Pankhurst.
- The style of this primary source is based on
  - the U.S. Constitution.
  - the U.S. Declaration of Independence.
  - the Reform Bill of 1832.
  - Émile Zola’s *J’accuse!*



Use this cartoon (*A Court for King Cholera*) and your knowledge of world history to answer question 3.

- Cholera is an infectious disease that has claimed many lives. What details does the artist show about what causes epidemic disease?
  - open windows and signs for travelers
  - children playing with a rat and a woman digging in trash
  - clothing hanging over the street
  - crowded street scene

## INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 746, you considered what political ideals might be worth fighting and possibly even dying for. Now that you have read the chapter, reexamine your conclusions both in terms of the content of the chapter and your knowledge of events in the world today. Discuss your opinions with a small group. Consider:

- political ideals
- religious ideals
- family values

### 2. WRITING ABOUT HISTORY

**EMPIRE BUILDING** Write an **editorial** that might have appeared in a newspaper in 19th-century New Zealand. In the editorial, address the issue of British settlers’ taking land from the Maori, and the Maori response.

Consider the following:

- the original inhabitants of New Zealand
- means for negotiating land disputes
- balancing the rights of native peoples and new settlers

## INTEGRATED TECHNOLOGY

### Net Explorations: Mass Entertainment

Go to *NetExplorations* at [classzone.com](http://classzone.com) to learn more about the rise of mass culture and mass entertainment. Then use the Internet and the material at *NetExplorations* to research and write a newspaper article about spectators at one of the new forms of mass entertainment. Include in your article quotes from fictional visitors and their reactions to actual events and spectacles. You may want to mention one or more of the following:

- the Boston Pilgrims’ victory over the Pittsburgh Pirates in baseball’s first World Series
- the “Luna” ride at Coney Island
- a late 19th-century European appearance of Barnum & Bailey’s circus
- a visit to the Palace of Electricity at the 1904 World’s Fair in St. Louis

# CHAPTER 27

## The Age of Imperialism, 1850–1914

### Previewing Main Ideas

**EMPIRE BUILDING** During the 19th and early 20th centuries, Western powers divided Africa and colonized large areas of Asia.

**Geography** Study the map and time line. How many countries colonized Africa? Which country controlled India? the Philippines?

**POWER AND AUTHORITY** At the Berlin Conference in 1884–1885, European nations established rules for the division of Africa with little concern about how their actions would affect the African people.

**Geography** Which two countries claimed most of Africa?

**ECONOMICS** Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire.

**Geography** Compare the size of the Western countries with the areas they colonized. Why were these Western powers interested in lands in Africa and Asia?

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

### AFRICA AND ASIA

**1850**

European trading with Africa becomes well established. (Asante brass sculpture) ▶



**1869**

Suez Canal opens.

**1884–1885**

Berlin Conference sets rules for African colonization.

### WORLD

**1850**

**1852**

Napoleon III proclaims himself emperor of France. ▶



**1875**

**1871**

Bismarck completes unification of German Empire.



## Colonial Claims, 1900



**1898**  
United States  
acquires Philippines,  
annexes Hawaii.

**1899**  
Boer War  
begins in  
South Africa. ▶



**1914**  
Most of Africa is under  
European control.

**1900**

**1925**

**1898**  
United States wins  
Spanish-American War.



**1910**  
◀ Mexican  
Revolution  
begins.

**1914**  
World War I  
begins.

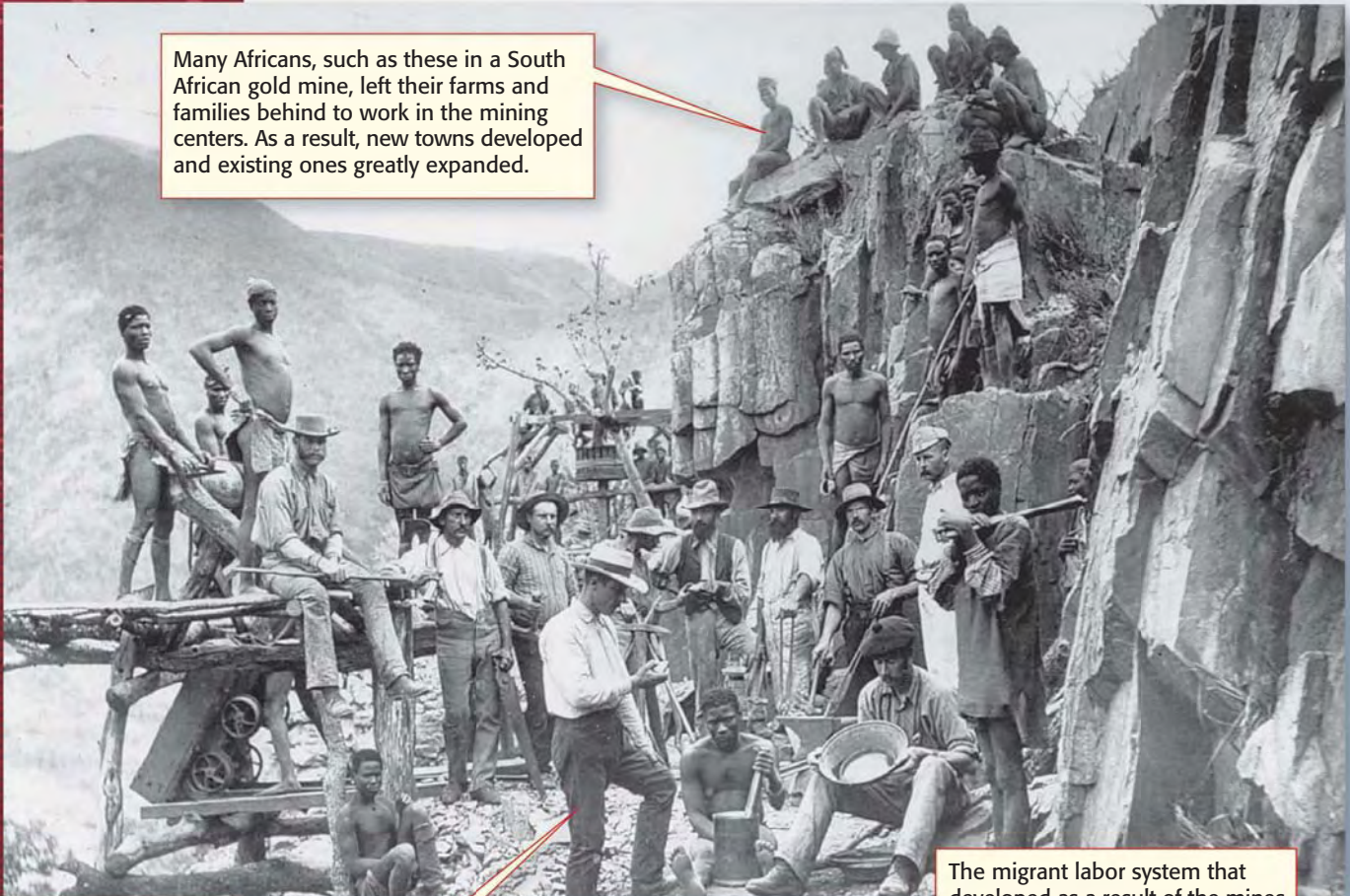
**1918**  
World War I  
ends.



## *How would you react to the colonizers?*

You are a young South African living in the 1880s. Gold and diamonds have recently been discovered in your country. The European colonizers need laborers to work the mines, such as the one shown below in an 1888 photograph. Along with thousands of other South Africans, you've left your farm and rural village to work for the colonizers. Separated from your family and living in a city for the first time, you don't know what to expect.

Many Africans, such as these in a South African gold mine, left their farms and families behind to work in the mining centers. As a result, new towns developed and existing ones greatly expanded.



The European owners built railways and roads to connect the mining centers, bridging the huge distances between villages and towns in South Africa.

The migrant labor system that developed as a result of the mines would have a great impact on South African society and culture.

### EXAMINING *the* ISSUES

- **What advantages and disadvantages might colonizers bring?**
- **What does the photograph suggest about colonization?**

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.





# 1

## The Scramble for Africa

### MAIN IDEA

**EMPIRE BUILDING** Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies.

### WHY IT MATTERS NOW

African nations continue to feel the effects of the colonial presence more than 100 years later.

### TERMS & NAMES

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

**SETTING THE STAGE** Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. Many nations looked to Africa as a source of raw materials and as a market for industrial products. As a result, colonial powers seized vast areas of Africa during the 19th and early 20th centuries. This seizure of a country or territory by a stronger country is called **imperialism**. As occurred throughout most of Africa, stronger countries dominated the political, economic, and social life of the weaker countries.

### Africa Before European Domination

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages.

Europeans had established contacts with sub-Saharan Africans as early as the 1450s. However, powerful African armies were able to keep the Europeans out of most of Africa for 400 years. In fact, as late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers, which had many rapids, cataracts, and changing flows. The introduction of steam-powered riverboats in the early 1800s allowed Europeans to conduct major expeditions into the interior of Africa. Disease also discouraged European exploration.

Finally, Africans controlled their own trade networks and provided the trade items. These networks were specialized. The Chokwe, for example, devoted themselves to collecting ivory and beeswax in the Angolan highlands.

**Nations Compete for Overseas Empires** Those Europeans who did penetrate the interior of Africa were explorers, missionaries, or humanitarians who opposed the European and American slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

### TAKING NOTES

**Outlining** Use an outline to list the forces and events surrounding imperialism in Africa.

#### *The Scramble for Africa*

#### *I. Africa Before European Domination*

*A.*

*B.*

#### *II. Forces Driving Imperialism*



▲ This stamp celebrates the centenary (100th) anniversary of Stanley and Livingstone's meeting in 1871.

**The Congo Sparks Interest** In the late 1860s, David Livingstone, a missionary from Scotland, traveled with a group of Africans deep into central Africa to promote Christianity. When several years passed with no word from him or his party, many people feared he was dead. An American newspaper hired reporter Henry Stanley to find Livingstone. In 1871, he found Dr. Livingstone on the shores of Lake Tanganyika. Stanley's famous greeting—"Dr. Livingstone, I presume?"—made headlines around the world.

Stanley set out to explore Africa himself and trace the course of the Congo River. His explorations sparked the interest of King Leopold II of Belgium, who commissioned Stanley to help him obtain land in the Congo. Between 1879 and 1882, Stanley signed treaties with local chiefs of the Congo River valley. The treaties gave King Leopold II of Belgium control of these lands.

Leopold claimed that his primary motive in establishing the colony was to abolish the slave trade and promote Christianity. However, he licensed companies that brutally exploited Africans by forcing them to collect sap from rubber plants. At least 10 million Congolese died due to the abuses inflicted during Leopold's rule. As a result of his cruelty, humanitarians around the world demanded changes. In 1908, the Belgian government took control of the colony away from Leopold. The Belgian Congo, as the colony later became known, was 80 times larger than Belgium. The Belgian government's seizure of the Congo alarmed France. Earlier, in 1882, the French had approved a treaty that gave France the north bank of the Congo River. Soon Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa.

## Forces Driving Imperialism

The motives that drove colonization in Africa were also at work in other lands. Similar economic, political, and social forces accelerated the drive to take over land in all parts of the globe. The Industrial Revolution in particular provided European countries with a reason to add lands to their control. As European nations industrialized, they searched for new markets and raw materials to improve their economies.

**Belief in European Superiority** The race for colonies also grew out of a strong sense of national pride. Europeans viewed an empire as a measure of national greatness. As the competition for colonies intensified, each country was determined to plant its flag on as much of the world as possible.



Many Europeans believed that they were better than other peoples. The belief that one race is superior to others is called **racism**. The attitude was a reflection of **Social Darwinism**, a social theory of the time. In this theory, Charles Darwin's ideas about evolution and natural selection were applied to human society. Those who were fittest for survival enjoyed wealth and success and were considered superior to others. According to the theory, non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the scientific and technological progress that Europeans had. Europeans believed that they had the right and the duty to bring the results of their progress to other countries. Cecil Rhodes, a successful businessman and a major supporter of British expansion, clearly stated this position:

#### MAIN IDEA

#### Analyzing Primary Sources

**A** What attitude about the British does Rhodes's statement display?

#### PRIMARY SOURCE **A**

I contend that we [Britons] are the first race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

**CECIL RHODES**, *Confession of Faith*, 1877



▲ Rhodes's De Beers Consolidated Mines is the biggest diamond company in the world today.

The push for expansion also came from missionaries who worked to convert the peoples of Asia, Africa, and the Pacific Islands to Christianity. Many missionaries believed that European rule was the best way to end evil practices such as the slave trade. They also wanted to "civilize," that is, to "Westernize," the peoples of the foreign land.

**Factors Promoting Imperialism in Africa** Several factors contributed to the Europeans' conquest of Africa. One overwhelming advantage was the Europeans' technological superiority. The Maxim gun, invented in 1884, was the world's first automatic machine gun. European countries quickly acquired the Maxim, while the resisting Africans were forced to rely on outdated weapons.

European countries also had the means to control their empire. The invention of the steam engine allowed Europeans to easily travel on rivers to establish bases of control deep in the African continent. Railroads, cables, and steamships allowed close communications within a colony and between the colony and its controlling nation.

Even with superior arms and steam engines to transport them, another factor might have kept Europeans confined to the coast. They were highly susceptible to malaria, a disease carried by the dense swarms of mosquitoes in Africa's interior. The perfection of the drug quinine in 1829 eventually protected Europeans from becoming infected with this disease.

Factors within Africa also made the continent easier for Europeans to colonize. Africans' huge variety of languages and cultures discouraged unity among them. Wars fought between ethnic groups over land, water, and trade rights also prevented a unified stand. Europeans soon learned to play rival groups against each other.

## The Division of Africa

The scramble for African territory had begun in earnest about 1880. At that time, the French began to expand from the West African coast toward western Sudan. The discoveries of diamonds in 1867 and gold in 1886 in South Africa increased European interest in colonizing the continent. No European power wanted to be left out of the race.

#### Vocabulary

**scramble:** a frantic struggle to obtain something. The word is frequently used to describe the competition for African land.

**Berlin Conference Divides Africa** The competition was so fierce that European countries feared war among themselves. To prevent conflict, 14 European nations met at the [Berlin Conference](#) in 1884–85 to lay down rules for the division of Africa. They agreed that any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area. The European nations divided the continent with little thought about how African ethnic or linguistic groups were distributed. No African ruler was invited to attend these meetings, yet the conference sealed Africa's fate. By 1914, only Liberia and Ethiopia remained free from European control. **B**

**Demand for Raw Materials Shapes Colonies** When European countries began colonizing, many believed that Africans would soon be buying European goods in great quantities. They were wrong; few Africans bought European goods. However, European businesses still needed raw materials from Africa. The major source of great wealth in Africa proved to be the continent's rich mineral resources. The Belgian Congo contained untold wealth in copper and tin. Even these riches seemed small compared with the gold and diamonds in South Africa.

Businesses eventually developed cash-crop plantations to grow peanuts, palm oil, cocoa, and rubber. These products displaced the food crops grown by farmers to feed their families.

#### MAIN IDEA

#### Clarifying

**B** What was the purpose of the Berlin Conference?

## Three Groups Clash over South Africa

South Africa demonstrated the impact that Europeans had on African peoples. The history of South Africa is a history of Africans, Dutch, and British clashing over land and resources. Although the African lands seemed empty to the Europeans, various ethnic groups had competing claims over huge areas. The local control of these lands, especially in the east, had been in dispute for about 100 years.

**Zulus Fight the British** From the late 1700s to the late 1800s, a series of local wars shook southern Africa. Around 1816, a Zulu chief, [Shaka](#), used highly disciplined warriors and good military organization to create a large centralized state.

Shaka's successors, however, were unable to keep the kingdom together against the superior arms of the British invaders. In 1879, after Zulu king Cetshwayo refused to dismiss his army and accept British rule, the British invaded the Zulu nation. Although the Zulus used spears and shields against British guns, they nearly defeated the great European army. In July 1879, however, the Zulus lost the Battle of Ulundi and their kingdom. The Zulu nation fell to British control in 1887.

**Boers and British Settle in the Cape** The first Europeans to settle in South Africa had been the Dutch. The Dutch came to the Cape of Good Hope in 1652 to establish a way station for their ships sailing between the Dutch East Indies and the Netherlands. Dutch settlers known as [Boers](#) (Dutch for "farmers") gradually took Africans' land and established large farms. (The Boers are also known as Afrikaners.) When the British took over the Cape Colony permanently in the early 1800s, they and the Boers clashed over British policy regarding land and slaves.

▼ Reinstated as ruler over part of his former nation, King Cetshwayo was soon driven away and died in exile in 1884.

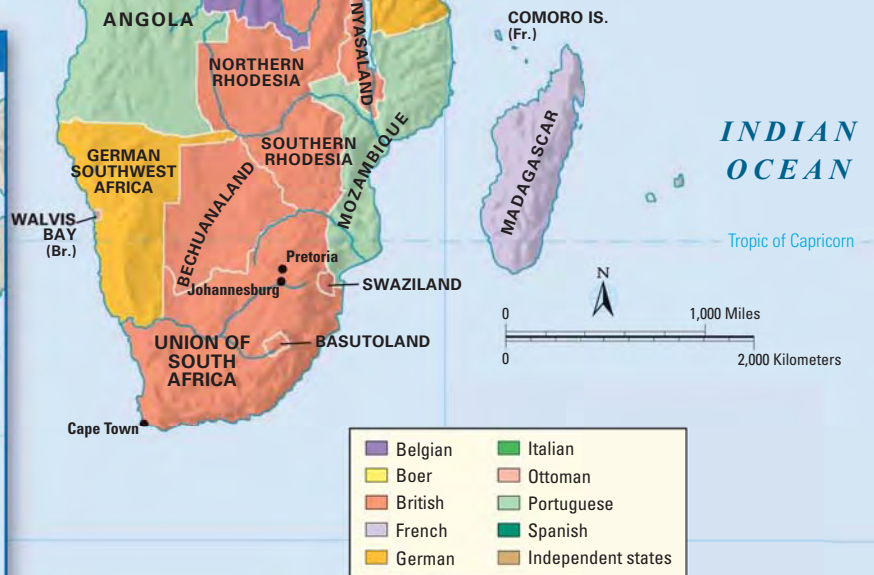
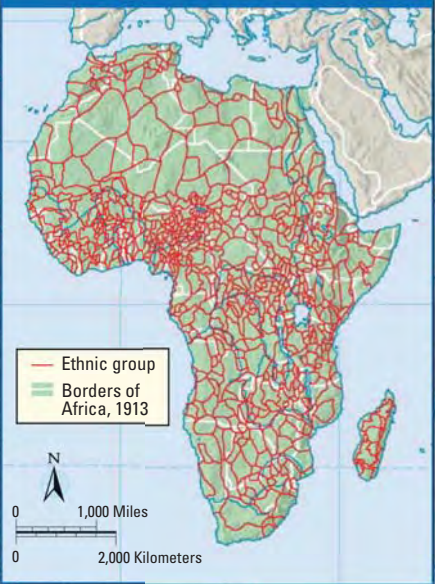




## Imperialism in Africa, 1913

**INTERACTIVE**

## Traditional Ethnic Boundaries of Africa



## GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** How does imperialism in Africa in 1878 compare with that in 1913?
2. **Region** What does the map of ethnic boundaries suggest about the number of ethnic groups in Africa in 1913?



## History *in* Depth



### Winston Churchill and the Boer War

Winston Churchill, who served as the British prime minister during World War II, first came to public attention during the Boer War.

A war correspondent, Churchill was traveling with British soldiers when their train was ambushed by the Boers. Churchill pulled some of the wounded men to safety. When he returned to help the others, however, he was arrested by a Boer soldier. (The soldier, Louis Botha, would later become the prime minister of the Union of South Africa and Churchill's close friend.)

Churchill managed to escape from the South African prison. When he returned to Britain, Churchill was hailed as a national hero at the age of 26.

In the 1830s, to escape the British, several thousand Boers began to move north. This movement has become known as the Great Trek. The Boers soon found themselves fighting fiercely with Zulu and other African groups whose land they were taking.

**The Boer War** Diamonds and gold were discovered in southern Africa in the 1860s and 1880s. Suddenly, adventurers from all parts of the world rushed in to make their fortunes. The Boers tried to keep these “outsiders” from gaining political rights. An attempt to start a rebellion against the Boers failed. The Boers blamed the British and, in 1899, took up arms against them.

In many ways, the **Boer War** (also known as the South African War) between the British and the Boers was the first modern “total” war. The Boers launched commando raids and used guerrilla tactics against the British. The British countered by burning Boer farms and imprisoning women and children in disease-ridden concentration camps.

Black South Africans were also involved in the war. Some fought; others served as scouts, guards, drivers, and workers. Many black South Africans were captured by the British and placed in concentration camps, where over 14,000 died.

Britain finally won the war. In 1910, the Boer republics were joined into a self-governing Union of South Africa, which was controlled by the British. **C**

The establishing of colonies signaled a change in the way of life of the Africans. The Europeans made efforts to change the political, social, and economic lives of the peoples they conquered. You will learn about these changes in Section 2.

#### MAIN IDEA

#### Contrasting

**C** How was the struggle for land in the Boer War different from other takeovers in Africa?

## SECTION 1 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

### USING YOUR NOTES

2. How did Europeans use Social Darwinism to justify empire building?

*The Scramble for Africa*  
I. Africa Before European Domination  
A.  
B.  
II. Forces Driving Imperialism

### MAIN IDEAS

3. Why did the Europeans control such a small portion of Africa in the 1800s?
4. What were some of the internal factors that contributed to imperialism in Africa?
5. Why did the Boers and the British fight over southern Africa?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What can you infer about the Europeans' attitude toward Africans from the Berlin Conference?
7. **FORMING OPINIONS** Why do you think Africans weren't interested in buying European products?
8. **DEVELOPING HISTORICAL PERSPECTIVE** What sort of problems might result from combining or splitting groups of people without regard for ethnic or linguistic traditions?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write an **expository essay** explaining which European motive behind imperialism in Africa was the most powerful.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find out about the population and status of Afrikaners, or Boers, in South Africa today. Present your findings in an oral report.

**INTERNET KEYWORD**  
*Afrikaners in South Africa*



# Imperialism

## Case Study: Nigeria

### MAIN IDEA

#### POWER AND AUTHORITY

Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.

### WHY IT MATTERS NOW

Many former colonies have political problems that are the result of colonial rule.

### TERMS & NAMES

- paternalism
- assimilation
- Menelik II

**SETTING THE STAGE** The Berlin Conference of 1884–85 was a European conference. And, although black South Africans participated in it, the Boer War was largely a European war. Europeans argued and fought among themselves over the lands of Africa. In carving up the continent, the European countries paid little or no attention to historical political divisions or to the many ethnic and language groupings in Africa. Uppermost in the minds of the Europeans was the ability to control Africa's land, its people, and its resources.

## A New Period of Imperialism

The imperialism of the 18th and 19th centuries was conducted differently from the explorations of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

**Forms of Control** Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. These terms are defined and discussed in the chart on page 780. In practice, gaining control of an area might involve the use of several of these forms.

**Methods of Management** European rulers also developed methods of day-to-day management of the colony. Two basic methods emerged. Britain and other nations—such as the United States in its Pacific Island colonies—preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

**Indirect Control** Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition,

### TAKING NOTES

**Summarizing** Use a web to record the forms and methods of European imperialism in Africa, the resistance it met with, and its impact.



# Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

## Forms of Imperialism

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

## Imperial Management Methods

Indirect Control	Direct Control
<ul style="list-style-type: none"> <li>Local government officials used</li> <li>Limited self-rule</li> <li>Goal: to develop future leaders</li> <li>Government institutions are based on European styles but may have local rules.</li> </ul>	<ul style="list-style-type: none"> <li>Foreign officials brought in to rule</li> <li>No self-rule</li> <li>Goal: assimilation</li> <li>Government institutions are based only on European styles.</li> </ul>
<b>Examples:</b> <ul style="list-style-type: none"> <li>British colonies such as Nigeria, India, Burma</li> <li>U.S. colonies on Pacific Islands</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>French colonies such as Somaliland, Vietnam</li> <li>German colonies such as German East Africa</li> <li>Portuguese colonies such as Angola</li> </ul>

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on imperialism, go to [classzone.com](http://classzone.com)

## > DATA FILE

### In 1905, the British Empire

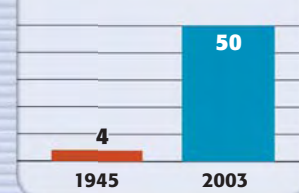
- was the largest and most powerful in the world's history.
- covered about 11 million square miles.
- had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of 54 independent states.

### African Colonization and Independence

- In 1884, Western leaders met to divide Africa into colonial holdings.
- By 1914, nearly all of Africa had been distributed among European powers.
- European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.

**Independent African Countries**



## Connect to Today

### 1. Forming and Supporting Opinions

Which form of managing imperial interests do you think would be most effective and why?

See Skillbuilder Handbook, page R20.

- 2. Recognizing Effects** Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.



each colony had a legislative council that included colonial officials as well as local merchants and professionals nominated by the colonial governor.

The assumption was that the councils would train local leaders in the British method of government and that a time would come when the local population would govern itself. This had happened earlier in the British colonies of Australia and Canada. In the 1890s, the United States began to colonize. It chose the indirect method of control for the Philippines.

**Direct Control** The French and other European powers preferred more direct control of their colonies. They viewed the Africans as unable to handle the complex business of running a country. Based on this attitude, the Europeans developed a policy called **paternalism**. Using that policy, Europeans governed people in a parental way by providing for their needs but not giving them rights. To accomplish this, the Europeans brought in their own bureaucrats and did not train local people in European methods of governing.

The French also supported a policy of **assimilation**. That policy was based on the idea that in time, the local populations would adopt French culture and become like the French. To aid in the transition, all local schools, courts, and businesses were patterned after French institutions. In practice, the French abandoned the ideal of assimilation for all but a few places and settled for a policy of “association,” which was similar to indirect control. They recognized African institutions and culture but regarded them as inferior to French culture.

### CASE STUDY: Nigeria

## A British Colony

A close look at Britain’s rule of Nigeria illustrates the forms of imperialism used by European powers to gain control of an area. It also shows management methods used to continue the control of the economic and political life of the area.

**Gaining Control** Britain gained control of southern Nigeria through both diplomatic and military means. Some local rulers agreed to sign treaties of protection with Britain and accepted British residents. However, others opposed the foreign intervention and rebelled against it. The British used force to put down and defeat these rebellions.

British conquest of northern Nigeria was accomplished by the Royal Niger Company. The company gained control of the palm-oil trade along the Niger River after the Berlin Conference gave Britain a protectorate over the Niger River delta. In 1914, the British claimed the entire area of Nigeria as a colony.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** How many major culture regions are found within the colony of Nigeria? What sort of problems might result from combining or splitting groups of people?
- 2. Movement** Why might the British want to be able to control the Niger River?

**Managing the Colony** In this new age of imperialism, it was necessary not only to claim a territory but also to govern the people living there. However, managing Nigeria would not prove to be easy. It was one of the most culturally diverse areas in Africa. **A**

About 250 different ethnic groups lived there. The three largest groups were the Hausa-Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast. These groups were different from one another in many ways, including language, culture, and religion. The Hausa-Fulani people were Muslim and had a strong central government. The Igbo and Yoruba peoples followed traditional religions and relied on local chiefs for control.

Britain did not have enough troops to govern such a complex area. As a result, the British turned to indirect rule of the land. Ruling indirectly through local officials worked well with the Hausa-Fulani. However, this management method did not work as well with the Igbo and Yoruba peoples. Their local chiefs resented having their power limited by the British.

#### MAIN IDEA

#### Summarizing

**A** Which forms of imperialistic control did Britain use in Nigeria?

## African Resistance

As in Nigeria, Africans across the continent resisted European attempts to colonize their lands. However, the contest between African states and European powers was never equal because of the Europeans' superior arms. Africans resisted the Europeans with whatever forces they could raise and often surprised the Europeans with their military ability. With the single exception of Ethiopia, though, all these attempts at resistance ultimately failed. Edward Morel, a British journalist who lived for a time in the Congo, made an observation about the Africans' dilemma:

### History Makers

#### Samori Touré about 1830–1900

Samori Touré is a hero of the Mandingo people. His empire is often compared to the great Mali Empire of the 1300s.

Touré was a nationalist who built a powerful Mandingo kingdom by conquering neighboring states. His kingdom became the third largest empire in West Africa.

For 16 years, Touré opposed the French imperialists in West Africa. The well-armed Mandingo were France's greatest foe in West Africa, and the two armies clashed several times. The Mandingo Empire was finally brought down, not in battle, but by a famine.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Draw a map showing the extent of the Mandingo Empire. Go to [classzone.com](http://classzone.com) for your research.

#### PRIMARY SOURCE

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament.

Thus the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism.

EDWARD MOREL, *The Black Man's Burden*

**Unsuccessful Movements** The unsuccessful resistance attempts included active military resistance and resistance through religious movements. Algeria's almost 50-year resistance to French rule was one outstanding example of active resistance. The resistance movement led by Samori Touré in West Africa against the French is another example. After modernizing his army, Touré fought the French for 16 years.

Africans in German East Africa put their faith in a spiritual defense. African villagers resisted the Germans' insistence that they plant cotton, a cash crop for export, rather than attend to their own food crops. In 1905, the belief suddenly arose that a magic water (*maji-maji*) sprinkled on

their bodies would turn the Germans' bullets into water. The uprising became known as the Maji Maji rebellion. Over 20 different ethnic groups united to fight for their freedom. The fighters believed that their war had been ordained by God and that their ancestors would return to life and assist their struggle.



However, when resistance fighters armed with spears and protected by the magic water attacked a German machine-gun post, they were mowed down by the thousands. Officially, Germans recorded 75,000 resisters dead. But more than twice that number perished in the famine that followed. The Germans were shaken by the rebellion and its outcome. As a result, they made some government reforms in an effort to make colonialism more acceptable to the Africans.

**Ethiopia: A Successful Resistance** Ethiopia was the only African nation that successfully resisted the Europeans. Its victory was due to one man—**Menelik II**. He became emperor of Ethiopia in 1889. He successfully played Italians, French, and British against each other, all of whom were striving to bring Ethiopia into their spheres of influence. In the meantime, he built up a large arsenal of modern weapons purchased from France and Russia. In 1889, shortly after Menelik had signed a treaty with Italy, he discovered differences between the wording of the treaty in the Ethiopian language and in Italian. Menelik believed he was giving up a tiny portion of Ethiopia. However, the Italians claimed all of Ethiopia as a protectorate. Meanwhile, Italian forces were advancing into northern Ethiopia. Menelik declared war. In 1896, in one of the greatest battles in the history of Africa—the Battle of Adowa—Ethiopian forces successfully defeated the Italians and kept their nation independent. After the battle, Menelik continued to stockpile rifles and other modern weapons in case another foreign power challenged Ethiopia's liberty.

▼ After defeating Italy, Menelik II modernized Ethiopia by constructing a railroad and weakening the power of the nobility.



## The Legacy of Colonial Rule

European colonial rule forever altered Africans' lives. In some cases, the Europeans brought benefits, but for the most part, the effects were negative.

**Negative Effects** On the negative side, Africans lost control of their land and their independence. Many died of new diseases such as smallpox. They also lost thousands of their people in resisting the Europeans. Famines resulted from the change to cash crops in place of subsistence agriculture.

Africans also suffered from a breakdown of their traditional cultures. Traditional authority figures were replaced. Homes and property were transferred with little regard to their importance to the people. Men were forced to leave villages to find ways to support themselves and their families. Contempt for the traditional culture and admiration of European life undermined stable societies and caused identity problems for Africans.

The most harmful political legacy from the colonial period was the division of the African continent. Long-term rival chiefdoms were sometimes united, while at other times, kinship groups were split between colonies. The artificial boundaries combined or unnaturally divided groups, creating problems that plagued African colonies during European occupation. These boundaries continue to create problems for the nations that evolved from the former colonies.

**Positive Effects** On the positive side, colonialism reduced local warfare. Humanitarian efforts in some colonies improved sanitation and provided hospitals and schools. As a result, lifespans increased and literacy rates improved. Also positive was the economic expansion. African products came to be valued on the international market. To aid the economic growth, railroads, dams, and telephone and telegraph lines were built in African colonies. But for the most part, these benefited only European business interests, not Africans' lives.

The patterns of behavior of imperialist powers were similar, no matter where their colonies were located. Dealing with local traditions and peoples continued to cause problems in other areas of the world dominated by Europeans. Resistance to the European imperialists also continued, as you will see in Section 3. **B**

### MAIN IDEA

#### Drawing Conclusions

**B** Why might the problems caused by artificial boundaries continue after the Europeans left?

### SECTION

## 2

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- paternalism
- assimilation
- Menelik II

#### USING YOUR NOTES

2. Do you think the positive effects of imperialism outweighed the negative impact? Why or why not?



#### MAIN IDEAS

3. What idea is the policy of assimilation based on?
4. Why were African resistance movements usually unsuccessful?
5. How did colonial rule cause a breakdown in traditional African culture?

#### CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Do you think Europeans could have conquered Africa if the Industrial Revolution had never occurred? Explain your answer.
7. **COMPARING** How was the policy of paternalism like Social Darwinism?
8. **ANALYZING CAUSES** Why would the French and Russians sell arms to Ethiopia?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **speech** that you might deliver to colonial rulers, expressing your views on European imperialism in Africa.

#### CONNECT TO TODAY CREATING A POSTER

After gaining its independence from Portugal in 1975, Angola was plagued by civil war for 27 years. Research to learn what role the legacy of colonialism played in Angola's conflict. Summarize your findings on a **poster** using text, pictures, maps, and charts.



# Different Perspectives: Using Primary and Secondary Sources

## INTERACTIVE

## Views of Imperialism

European imperialism extended to the continents beyond Africa. As imperialism spread, the colonizer and the colonized viewed the experience of imperialism in very different ways. Some Europeans were outspoken about the superiority they felt toward the peoples they conquered. Others thought imperialism was very wrong. Even the conquered had mixed feelings about their encounter with the Europeans.

### A PRIMARY SOURCE

#### J. A. Hobson

Hobson's 1902 book, *Imperialism*, made a great impression on his fellow Britons.

For Europe to rule Asia by force for purposes of gain, and to justify that rule by the pretence that she is civilizing Asia and raising her to a higher level of spiritual life, will be adjudged by history, perhaps, to be the crowning wrong and folly of Imperialism. What Asia has to give, her priceless stores of wisdom garnered from her experience of ages, we refuse to take; the much or little which we could give we spoil by the brutal manner of our giving. This is what Imperialism has done, and is doing, for Asia.

### B PRIMARY SOURCE

#### Dadabhai Naoroji

Dadabhai Naoroji was the first Indian elected to the British Parliament. In 1871, he delivered a speech about the impact of Great Britain on India.

To sum up the whole, the British rule has been—morally, a great blessing; politically peace and order on one hand, blunders on the other, materially, impoverishment. . . . The natives call the British system “Sakar ki Churi,” the knife of sugar. That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

### C PRIMARY SOURCE

#### Jules Ferry

The following is from a speech Ferry delivered before the French National Assembly on July 28, 1883.

Nations are great in our times only by means of the activities which they develop; it is not simply ‘by the peaceful shining forth of institutions . . .’ that they are great at this hour. . . . Something else is needed for France: . . . that she must also be a great country exercising all of her rightful influence over the destiny of Europe, that she ought to propagate this influence throughout the world and carry everywhere that she can her language, her customs, her flag, her arms, and her genius.

### D PRIMARY SOURCE

This 1882 American political cartoon, titled “The Devilfish in Egyptian Waters,” depicts England as an octopus. Notice that Egypt is not yet one of the areas controlled by the British.



## Document-Based QUESTIONS

1. According to Hobson (Source A), what mistake did European imperialists make in Asia?
2. What position on imperialism does Jules Ferry take in Source C?
3. In Source D, what does the representation of England suggest about the cartoonist's view of British imperialism?
4. In what way does the view of imperialism in Source B contrast with that in Source D?



# Europeans Claim Muslim Lands

## MAIN IDEA

**EMPIRE BUILDING** European nations expanded their empires by seizing territories from Muslim states.

## WHY IT MATTERS NOW

Political events in this vital resource area are still influenced by actions from the imperialistic period.

## TERMS & NAMES

- geopolitics
- Crimean War
- Suez Canal

**SETTING THE STAGE** The European powers who carved up Africa also looked elsewhere for other lands to control. The Muslim lands that rimmed the Mediterranean had largely been claimed as a result of Arab and Ottoman conquests. As you learned in Chapter 18, the Ottoman Empire at its peak stretched from Hungary in the north, around the Black Sea, and across Egypt all the way west to the borders of Morocco. (See map opposite.) But during the empire's last 300 years, it had steadily declined in power. Europeans competed with each other to gain control of this strategically important area.

## TAKING NOTES

### Determining Main Ideas

Use a diagram to fill in three details that support the main idea.

*Muslim states failed to keep European imperialists out of their lands.*

detail detail detail

## Ottoman Empire Loses Power

The declining Ottoman Empire had difficulties trying to fit into the modern world. However, the Ottomans made attempts to change before they finally were unable to hold back the European imperialist powers.

**Reforms Fail** When Suleyman I, the last great Ottoman sultan, died in 1566, he was followed by a succession of weak sultans. The palace government broke up into a number of quarreling, often corrupt factions. Weakening power brought other problems. Corruption and theft had caused financial losses. Coinage was devalued, causing inflation. Once the Ottoman Empire had embraced modern technologies, but now it fell further and further behind Europe.

When Selim III came into power in 1789, he attempted to modernize the army. However, the older janissary corps resisted his efforts. Selim III was overthrown, and reform movements were temporarily abandoned. Meanwhile, nationalist feelings began to stir among the Ottomans' subject peoples. In 1830, Greece gained its independence, and Serbia gained self-rule. The Ottomans' weakness was becoming apparent to European powers, who were expanding their territories. They began to look for ways to take the lands away from the Ottomans.

## Europeans Grab Territory

**Geopolitics**, an interest in or taking of land for its strategic location or products, played an important role in the fate of the Ottoman Empire. World powers were attracted to its strategic location. The Ottomans controlled access to the Mediterranean and the Atlantic sea trade. Merchants in landlocked countries



that lay beyond the Black Sea had to go through Ottoman lands. Russia, for example, desperately wanted passage for its grain exports across the Black Sea and into the Mediterranean Sea. This desire strongly influenced Russia's relations with the Ottoman Empire. Russia attempted to win Ottoman favor, formed alliances with Ottoman enemies, and finally waged war against the Ottomans. Discovery of oil in Persia around 1900 and in the Arabian Peninsula after World War I focused even more attention on the area.

**Russia and the Crimean War** Each generation of Russian czars launched a war on the Ottomans to try to gain land on the Black Sea. The purpose was to give Russia a warm-weather port. In 1853, war broke out between the Russians and the Ottomans. The war was called the **Crimean War**, after a peninsula in the Black Sea where most of the war was fought. Britain and France wanted to prevent the Russians from gaining control of additional Ottoman lands. So they entered the war on the side of the Ottoman Empire. The combined forces of the Ottoman Empire, Britain, and France defeated Russia. The Crimean War was the first war in which women, led by Florence Nightingale, established their position as army nurses. It was also the first war to be covered by newspaper correspondents.

The Crimean War revealed the Ottoman Empire's military weakness. Despite the help of Britain and France, the Ottoman Empire continued to lose lands. The Russians came to the aid of Slavic people in the Balkans who rebelled against the Ottomans. The Ottomans lost control of Romania, Montenegro, Cyprus, Bosnia, Herzegovina, and an area that became Bulgaria. The Ottomans lost land in Africa too. By the beginning of World War I, the Ottoman Empire was reduced in size and in deep decline. **A**

#### MAIN IDEA

#### Making Inferences

**A** How did the Crimean War help lead to the decline of the Ottoman Empire?



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Approximately how much of the Ottoman Empire was lost by 1914?
- 2. Region** How many European nations claimed parts of the Ottoman Empire? Which areas became independent?

**The Great Game** For much of the 19th century, Great Britain and Russia engaged in yet another geopolitical struggle, this time over Muslim lands in Central Asia. Known as the “Great Game,” the war was waged over India, one of Britain’s most profitable colonies. Russia sought to extend its empire and gain access to India’s riches. Britain defended its colony and also attempted to spread its empire beyond India’s borders. Afghanistan, which lay between the Russian and British empires, became the center of their struggle. (See the map on page 771.)

In the 1800s, Afghanistan was an independent Muslim kingdom. Its dry, mountainous terrain and determined people continually frustrated the invading imperial powers. After decades of fighting, Great Britain finally withdrew from Afghanistan in 1881. In 1921, Britain formally agreed that its empire would not extend beyond the Khyber Pass, which borders eastern Afghanistan. The newly formed Soviet Union, meanwhile, signed a nonaggression pact with Afghanistan. That agreement was honored until 1979, when the Soviet Union invaded Afghanistan.

## Egypt Initiates Reforms

Observing the slow decline of the Ottoman Empire, some Muslim leaders decided that their countries would either have to adjust to the modern world or be consumed by it. Egypt initiated political and social reforms, in part to block European domination of its land.

▼ Muhammad Ali was a common soldier who rose to leadership as a result of his military skill and political shrewdness.

**Military and Economic Reforms** Modernization came to Egypt as a result of the interest in the area created by the French occupation. Egypt’s strategic location at the head of the Red Sea appeared valuable to France and Britain. After Napoleon failed to win Egypt, a new leader emerged: Muhammad Ali. The Ottomans sent him as part of an expeditionary force to govern Egypt, but he soon broke away

from Ottoman control. Beginning in 1831, he fought a series of battles in which he gained control of Syria and Arabia. Through the combined efforts of European powers, Muhammad Ali and his heirs were recognized as the hereditary rulers of Egypt.

Muhammad Ali began a series of reforms in the military and in the economy. Without foreign assistance, he personally directed a shift of Egyptian agriculture to a plantation cash crop—cotton. This brought Egypt into the international marketplace but at a cost to the peasants. They lost the use of lands they traditionally farmed and were forced to grow cash crops in place of food crops. **B**

**The Suez Canal** Muhammad Ali’s efforts to modernize Egypt were continued by his grandson, Isma’il. Isma’il supported the construction of the [Suez Canal](#). The canal was a human-made waterway that cut



### MAIN IDEA

#### Recognizing Effects

**B** What two effects did raising cotton have on Egyptian agriculture?



## Suez Canal

The Suez Canal was viewed as the “Lifeline of the Empire” because it allowed Britain quicker access to its colonies in Asia and Africa. In a speech to Parliament, Joseph Chamberlain explained that he believed Britain should continue its occupation of Egypt because of “the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilization and to commerce.”

This painting represents the opening celebration of the canal on November 17, 1869.



### GEOGRAPHY SKILLBUILDER:

#### Interpreting Maps

**Place** Approximately how long is the Suez Canal?



through the Isthmus of Suez. It connected the Red Sea to the Mediterranean. It was built mainly with French money from private interest groups, using Egyptian labor. The Suez Canal opened in 1869 with a huge international celebration. However, Isma'il's modernization efforts, such as irrigation projects and communication networks, were enormously expensive. Egypt soon found that it could not pay its European bankers even the interest on its \$450 million debt. The British insisted on overseeing financial control of the canal, and in 1882 the British occupied Egypt.

## Persia Pressured to Change

Elsewhere in southwest Asia, Russia and Britain competed to exploit Persia commercially and to bring that country under their own spheres of influence. (See map on page 787.) Russia was especially interested in gaining access to the Persian Gulf and the Indian Ocean. Twice Persia gave up territories to Russia, after military defeats in 1813 and 1828. Britain was interested in using Afghanistan as a buffer between India and Russia. In 1857, Persia resisted British demands but was forced to give up all claims to Afghanistan. Britain's interest in Persia increased greatly after the discovery of oil there in 1908.

Persia lacked the capital to develop its own resources. To raise money and to gain economic prestige, the Persian ruler began granting concessions to Western businesses. These concessions allowed businesses to buy the right to operate in a certain area or develop a certain product. For example, a British corporation, the Anglo-Persian Oil Company, began to develop Persia's rich oil fields in the early 1900s.



▲ Nasir al-Din was killed by one of al-Afghani's followers a few years after the boycott.

**Battle over Tobacco** Tension arose between the often corrupt rulers, who wanted to sell concessions to Europeans, and the people. The people were often backed by religious leaders who feared change or disliked Western influence in their nation. In 1890, Persian ruler Nasir al-Din sold a concession to a British company to export Persian tobacco. This action outraged Jamal al-Din al-Afghani, a leader who supported the modernization of Persia. He helped set up a tobacco boycott by the heavy-smoking Persians. In the following quote, he expresses his contempt for the Persian ruler:

#### PRIMARY SOURCE

He has sold to the foes of our Faith the greater part of the Persian lands and the profits derived from them, for example . . . tobacco, with the chief centers of its cultivation, the lands on which it is grown and the warehouses, carriers, and sellers, wherever these are found. . . .

In short, this criminal has offered the provinces of Persia to auction among the Powers, and is selling the realms of Islam and the abodes of Muhammad and his household to foreigners.

**JAMAL AL-DIN AL-AFGHANI**, in a letter to Hasan Shirazi, April 1891

#### MAIN IDEA

#### Analyzing Primary Sources

**C** Why did al-Afghani condemn the actions of the Persian ruler?

The tobacco boycott worked. Riots broke out, and the ruler was forced to cancel the concession. As unrest continued in Persia, however, the government was unable to control the situation. In 1906, a group of revolutionaries forced the ruler to establish a constitution. In 1907, Russia and Britain took over the country and divided it into spheres of influence. They exercised economic control over Persia.

In the Muslim lands, many European imperialists gained control by using economic imperialism and creating spheres of influence. Although some governments made attempts to modernize their nations, in most cases it was too little too late. In other areas of the globe, imperialists provided the modernization. India, for example, became a colony that experienced enormous change as a result of the occupation of the imperialist British. You will learn about India in Section 4.

## SECTION

## 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- geopolitics
- Crimean War
- Suez Canal

### USING YOUR NOTES

2. What imperialistic forms of control did the Europeans use to govern these lands?

*Muslim states failed to keep European imperialists out of their lands.*

detail detail detail

### MAIN IDEAS

3. What is geopolitics?
4. Why did Great Britain want to control the Suez Canal?
5. Why did the Persian people oppose their ruler's policy of selling business concessions to Europeans?

### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How were the reactions of African and Muslim rulers to imperialism similar? How were they different?
7. **MAKING PREDICTIONS** What do you think happened as a result of Muhammad Ali's agriculture reform?
8. **ANALYZING BIAS** What does the quotation in the History in Depth on page 789 suggest about Joseph Chamberlain's view of British imperialism in Africa?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **cause-and-effect paragraph** about reform efforts undertaken in Muslim lands.

### CONNECT TO TODAY CREATING A TIME LINE

Iran (formerly Persia) has undergone many changes since the late 1800s. Create a **time line** of important events in Iran's modern history. Include photographs that illustrate the events.





# British Imperialism in India

## MAIN IDEA

**EMPIRE BUILDING** As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent.

## WHY IT MATTERS NOW

India, the second most populated nation in the world, adopted some of its modern political institutions from the British.

## TERMS & NAMES

- sepoy
- “jewel in the crown”
- Sepoy Mutiny
- Raj

**SETTING THE STAGE** British economic interest in India began in the 1600s, when the British East India Company set up trading posts at Bombay, Madras, and Calcutta. At first, India’s ruling Mughal Dynasty kept European traders under control. By 1707, however, the Mughal Empire was collapsing. Dozens of small states, each headed by a ruler or maharajah, broke away from Mughal control. In 1757, Robert Clive led East India Company troops in a decisive victory over Indian forces allied with the French at the Battle of Plassey. From that time until 1858, the East India Company was the leading power in India.

## British Expand Control over India

The area controlled by the East India Company grew over time. Eventually, it governed directly or indirectly an area that included modern Bangladesh, most of southern India, and nearly all the territory along the Ganges River in the north.

**East India Company Dominates** Officially, the British government regulated the East India Company’s efforts both in London and in India. Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army, led by British officers and staffed by sepoys, or Indian soldiers. The governor of Bombay, Mountstuart Elphinstone, referred to the sepoy army as “a delicate and dangerous machine, which a little mismanagement may easily turn against us.”

**Britain’s “Jewel in the Crown”** At first, the British treasured India more for its potential than its actual profit. The Industrial Revolution had turned Britain into the world’s workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. It is not surprising, then, that the British considered India the brightest “jewel in the crown.” the most valuable of all of Britain’s colonies.

The British set up restrictions that prevented the Indian economy from operating on its own. British policies called for India to produce raw materials for British manufacturing and to buy British goods. In addition, Indian competition with British goods was prohibited. For example, India’s own handloom textile industry was almost put out of business by imported British textiles. Cheap cloth from England flooded the Indian market and undercut local producers.

## TAKING NOTES

**Recognizing Effects** Use a diagram to identify the effects of the three causes listed.

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

▼ A sepoy in uniform



**British Transport Trade Goods** India became increasingly valuable to the British after they established a railroad network there. Railroads transported raw products from the interior to the ports and manufactured goods back again. Most of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trade in these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills. **A**

**Impact of Colonialism** India both benefited from and was harmed by British colonialism. On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the racist attitude of most British officials threatened traditional Indian life.

On the positive side, the laying of the world's third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.

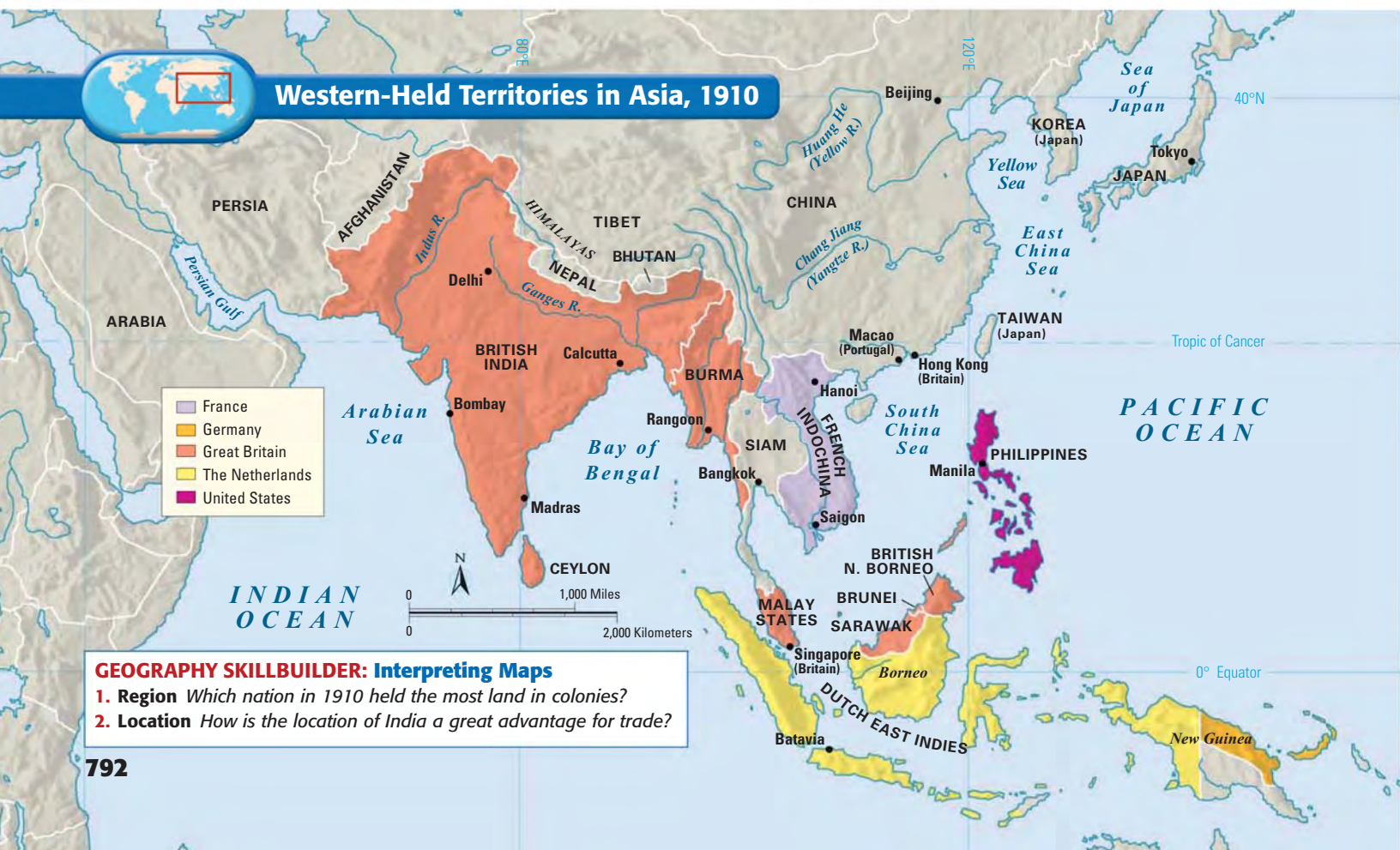
#### Vocabulary

*jute*: a fiber used for sacks and cord

#### MAIN IDEA

#### Summarizing

**A** On which continents were Indian goods being traded?



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation in 1910 held the most land in colonies?
- Location** How is the location of India a great advantage for trade?



## Social History

### Social Class in India

In the photograph at right, a British officer is waited on by Indian servants. This reflects the class system in India.

### British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India.

Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

### Indian Servants

Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture here, both servants were of the same varna. Although the two servants were from the same varna, they had different jobs.



## The Sepoy Mutiny

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land, the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

**Indians Rebel** As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them. **B**

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most of the princes and maharajahs who had made alliances with the East India

### MAIN IDEA

#### Recognizing Effects

**B** Look back at Elphinstone's comment on page 791. Did the Sepoy Mutiny prove him correct?



Company did not take part in the rebellion. The Sikhs, a religious group that had been hostile to the Mughals, also remained loyal to the British. Indeed, from then on, the bearded and turbaned Sikhs became the mainstay of Britain's army in India.

**Turning Point** The mutiny marked a turning point in Indian history. As a result of the mutiny, in 1858 the British government took direct command of India. The term **Raj** refers to British rule after India came under the British crown during the reign of Queen Victoria. A cabinet minister in London directed policy, and a British governor-general in India carried out the government's orders. After 1877, this official held the title of viceroy.

To reward the many princes who had remained loyal to Britain, the British promised to respect all treaties the East India Company had made with them. They also promised that the Indian states that were still free would remain independent. Unofficially, however, Britain won greater and greater control of those states.

The Sepoy Mutiny fueled the racist attitudes of the British. The British attitude is illustrated in the following quote by Lord Kitchener, British commander in chief of the army in India:

#### PRIMARY SOURCE

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

**LORD KITCHENER**, quoted in K. M. Panikkar, *Asia and Western Dominance*

The mutiny increased distrust between the British and the Indians. A political pamphlet suggested that both Hindus and Muslims "are being ruined under the tyranny and oppression of the . . . treacherous English."

#### MAIN IDEA

##### Recognizing Effects

**C** In what ways did the Sepoy Mutiny change the political climate of India?

▼ This engraving shows sepoys attacking the British infantry at the Battle of Cawnpore in 1857.





## Nationalism Surfaces in India

In the early 1800s, some Indians began demanding more modernization and a greater role in governing themselves. Ram Mohun Roy, a modern-thinking, well-educated Indian, began a campaign to move India away from traditional practices and ideas. Ram Mohun Roy saw arranged child marriages and the rigid caste separation as parts of Indian life that needed to be changed. He believed that if the practices were not changed, India would continue to be controlled by outsiders. Roy's writings inspired other Indian reformers to call for adoption of Western ways. Roy also founded a social reform movement that worked for change in India.

Besides modernization and Westernization, nationalist feelings started to surface in India. Indians hated a system that made them second-class citizens in their own country. They were barred from top posts in the Indian Civil Service. Those who managed to get middle-level jobs were paid less than Europeans. A British engineer on the East India Railway, for example, made nearly 20 times as much money as an Indian engineer.

**Nationalist Groups Form** This growing nationalism led to the founding of two nationalist groups, the Indian National Congress in 1885 and the Muslim League in 1906. At first, such groups concentrated on specific concerns for Indians. By the early 1900s, however, they were calling for self-government.

The nationalists were further inflamed in 1905 by the partition of Bengal. The province was too large for administrative purposes, so the British divided it into a Hindu section and a Muslim section. Keeping the two religious groups apart made it difficult for them to unite in calling for independence. In 1911, the British took back the order and divided the province in a different way. **D**

Conflict over the control of India continued to develop between the Indians and the British in the following years. Elsewhere in Southeast Asia, the same struggles for control of land took place between local groups and the major European powers that dominated them. You will learn about them in Section 5.

### MAIN IDEA

#### Analyzing Motives

**D** Why would the British think that dividing the Hindus and Muslims into separate sections would be good?

### SECTION

## 4

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- sepoy
- "jewel in the crown"
- Sepoy Mutiny
- Raj

#### USING YOUR NOTES

2. Which of the effects you listed later became causes?

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

#### MAIN IDEAS

- Why did Britain consider India its "jewel in the crown"?
- Why didn't Indians unite against the British in the Sepoy Mutiny?
- What form did British rule take under the Raj?

#### CRITICAL THINKING & WRITING

- MAKING INFERENCES** How did economic imperialism lead to India's becoming a British colony?
- EVALUATING DECISIONS** What might the decision to grease the sepoys' cartridges with beef and pork fat reveal about the British attitude toward Indians?
- SYNTHESIZING** How did imperialism contribute to unity and to the growth of nationalism in India?
- WRITING ACTIVITY** **EMPIRE BUILDING** Write an **editorial** to an underground Indian newspaper, detailing grievances against the British and calling for self-government.

#### CONNECT TO TODAY CREATING A POLITICAL CARTOON

In 1947, India was divided into two countries: mostly Hindu India and mostly Muslim Pakistan. However, the two countries maintain a tense relationship today. Research to learn about the cause of this tension and illustrate it in a **political cartoon**.

# Imperialism in Southeast Asia

## MAIN IDEA

**ECONOMICS** Demand for Asian products drove Western imperialists to seek possession of Southeast Asian lands.

## WHY IT MATTERS NOW

Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism.

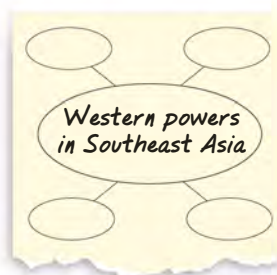
## TERMS & NAMES

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

**SETTING THE STAGE** Just as the European powers rushed to divide Africa, they also competed to carve up the lands of Southeast Asia. These lands form part of the **Pacific Rim**, the countries that border the Pacific Ocean. Western nations desired the Pacific Rim lands for their strategic location along the sea route to China. Westerners also recognized the value of the Pacific colonies as sources of tropical agriculture, minerals, and oil. As the European powers began to appreciate the value of the area, they challenged each other for their own parts of the prize.

## TAKING NOTES

**Clarifying** Use a spider map to identify a Western power and the areas it controlled.



## European Powers Invade the Pacific Rim

Early in the 18th century, the Dutch East India Company established control over most of the 3,000-mile-long chain of Indonesian islands. The British established a major trading port at Singapore. The French took over Indochina on the Southeast Asian mainland. The Germans claimed the Marshall Islands and parts of New Guinea and the Solomon islands.

The lands of Southeast Asia were perfect for plantation agriculture. The major focus was on sugar cane, coffee, cocoa, rubber, coconuts, bananas, and pineapple. As these products became more important in the world trade markets, European powers raced each other to claim lands.

**Dutch Expand Control** The Dutch East India Company, chartered in 1602, actively sought lands in Southeast Asia. It seized Malacca from the Portuguese and fought the British and Javanese for control of Java. The discovery of oil and tin on the islands and the desire for more rubber plantations prompted the Dutch to gradually expand their control over Sumatra, part of Borneo, Celebes, the Moluccas, and Bali. Finally the Dutch ruled the whole island chain of Indonesia, then called the Dutch East Indies. (See map opposite.)

Management of plantations and trade brought a large Dutch population to the islands. In contrast to the British, who lived temporarily in India but retired in Britain, the Dutch thought of Indonesia as their home. They moved to Indonesia and created a rigid social class system there. The Dutch were on top, wealthy and educated Indonesians came next, and plantation workers were at the bottom. The Dutch also forced farmers to plant one-fifth of their land in specified export crops.



**British Take the Malayan Peninsula** To compete with the Dutch, the British sought a trading base that would serve as a stop for their ships that traveled the India-China sea routes. They found a large, sheltered harbor on Singapore, an island just off the tip of the Malay Peninsula. The opening of the Suez Canal and the increased demand for tin and rubber combined to make Singapore one of the world's busiest ports.

Britain also gained colonies in Malaysia and in Burma (modern Myanmar). Malaysia had large deposits of tin and became the world's leading rubber exporter. Needing workers to mine the tin and tap the rubber trees, Britain encouraged Chinese to immigrate to Malaysia. Chinese flocked to the area. As a result of such immigration, the Malays soon became a minority in their own country. Conflict between the resident Chinese and the native Malays remains unresolved today. **A**

**French Control Indochina** The French had been active in Southeast Asia since the 17th century. They even helped the Nguyen (nuh•WIN) dynasty rise to power in Vietnam. In the 1840s, during the rule of an anti-Christian Vietnamese emperor, seven French missionaries were killed. Church leaders and capitalists who wanted a larger share of the overseas market demanded military intervention. Emperor Napoleon III ordered the French army to invade southern Vietnam. Later, the French added Laos, Cambodia, and northern Vietnam to the territory. The combined states would eventually be called French Indochina.

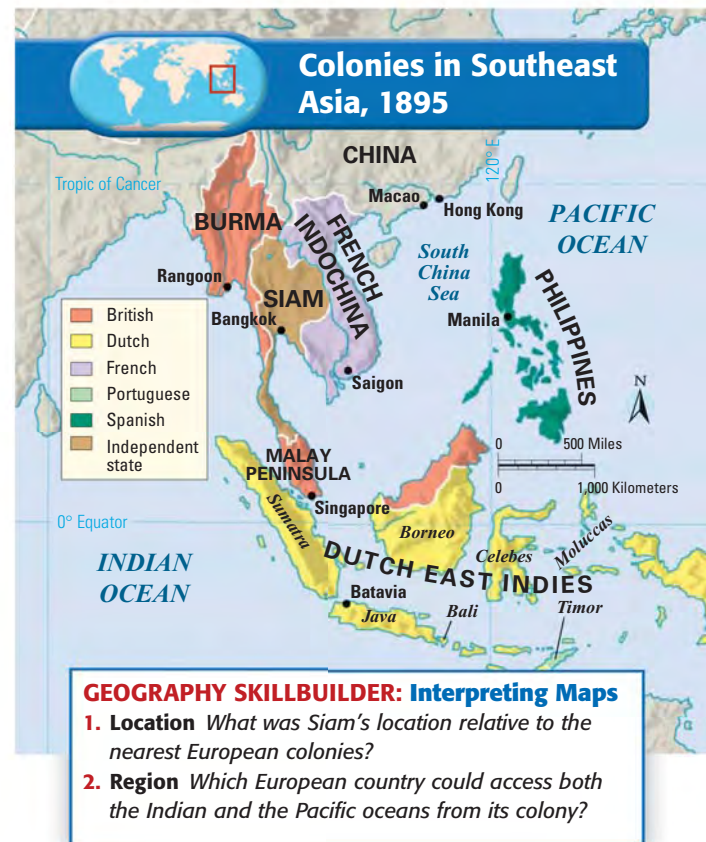
Using direct colonial management, the French themselves filled all important positions in the government bureaucracy. They did not encourage local industry. Four times as much land was devoted to rice production. However, the peasants' consumption of rice decreased because much of the rice was exported. Anger over this reduction set the stage for Vietnamese resistance against the French.

**Colonial Impact** In Southeast Asia, colonization brought mixed results. Economies grew based on cash crops or goods that could be sold on the world market. Roads, harbors, and rail systems improved communication and transportation but mostly benefited European business. However, education, health, and sanitation did improve.

Unlike other colonial areas, millions of people from other areas of Asia and the world migrated to work on plantations and in the mines in Southeast Asia. The region became a melting pot of Hindus, Muslims, Christians, and Buddhists. The resulting cultural changes often led to racial and religious clashes that are still seen today.

## Siam Remains Independent

While its neighbors on all sides fell under the control of imperialists, Siam (present-day Thailand) maintained its independence throughout the colonial period. Siam lay between British-controlled Burma and French Indochina. (See map above.) France and Britain each aimed to prevent the other from gaining control of Siam. Knowing this, Siamese kings skillfully promoted Siam as a neutral zone between the two powers.



### MAIN IDEA

#### Analyzing Motives

**A** Why do you think so many Chinese moved to Malaysia?

Siam modernized itself under the guidance of **King Mongkut** and his son Chulalongkorn. In a royal proclamation, King Chulalongkorn showed his understanding of the importance of progress:

#### PRIMARY SOURCE

As the times and the course of things in our country have changed, it is essential to promote the advancement of all our academic and technical knowledge and to prevent it from succumbing [giving in] to competition from the outside. In order to achieve this, it is imperative to make haste in education so that knowledge and ability will increase.

**KING CHULALONGKORN**, "Royal Proclamation in Education"

To accomplish the changes, Siam started schools, reformed the legal system, and reorganized the government. The government built its own railroads and telegraph systems and ended slavery. Because the changes came from their own government, the Siamese people escaped the social turmoil, racist treatment, and economic exploitation that occurred in other countries controlled by foreigners.

## U.S. Imperialism in the Pacific Islands

Because Americans had fought for their independence from Britain, most of them disliked the idea of colonizing other nations. However, two groups of Americans were outspoken in their support of imperialism. One group of ambitious empire builders felt the United States should fulfill its destiny as a world power, colonizing like the Europeans. The other group, composed of business interests, welcomed the opening of new markets and trade possibilities.

**The Philippines Change Hands** The United States acquired the Philippine Islands, Puerto Rico, and Guam as a result of the Spanish-American War in 1898. Gaining the Philippines touched off a debate in the United States over imperialism. President McKinley's views swayed many to his side. He told a group of Methodist ministers his intention to "educate Filipinos, and uplift and Christianize them."

Filipino nationalists were not happy to trade one colonizer—the Spanish—for another, the Americans. **Emilio Aguinaldo** (eh•MEE•lyoh AH•gee•NAHL•doh), leader of the Filipino nationalists, claimed that the United States had promised immediate independence after the Spanish-American War ended. The nationalists declared independence and established the Philippine Republic.

The United States plunged into a fierce struggle with the Filipino nationalists in 1899 and defeated them in 1902. The United States promised the Philippine people that it would prepare them for self-rule. To achieve this goal, the United States built roads, railroads, and hospitals, and set up school systems. However, as with other Southeast Asian areas, businessmen encouraged growing cash crops such as sugar at the expense of basic food crops. This led to food shortages for the Filipinos.

**Hawaii Becomes a Republic** U.S. interest in Hawaii began around the 1790s when Hawaii was a port on the way to China and East India. Beginning about the 1820s, sugar trade began to change the Hawaiian economy. Americans established sugar-cane plantations and became highly successful. By the mid-19th century, American sugar plantations accounted for 75 percent of Hawaii's wealth. At the same time, American sugar planters also gained great political power in Hawaii.

▼ This photograph shows American soldiers fighting the Filipino nationalists in the early years of the war.



#### Vocabulary

*Filipino*: an inhabitant of the Philippine Islands



Then in 1890, the McKinley Tariff Act passed by the U.S. government set off a crisis in the islands. The act eliminated the tariffs on all sugar entering the United States. Now, sugar from Hawaii was no longer cheaper than sugar produced elsewhere. That change cut into the sugar producers' profits. Some U.S. business leaders pushed for **annexation** of Hawaii, or the adding of the territory to the United States. Making Hawaii a part of the United States meant that Hawaiian sugar could be sold for greater profits because American producers got an extra two cents a pound from the U.S. government.

About the same time, the new Hawaiian ruler, **Queen Liliuokalani** (luh•LEE•uh•oh•kuh•LAH•nee), took the throne. In 1893, she called for a new constitution that would increase her power. It would also restore the political power of Hawaiians at the expense of wealthy planters. To prevent this from happening, a group of American businessmen hatched a plot to overthrow the Hawaiian monarchy. In 1893, Queen Liliuokalani was removed from power.

In 1894, Sanford B. Dole, a wealthy plantation owner and politician, was named president of the new Republic of Hawaii. The president of the new republic asked the United States to annex it. At first, President Cleveland refused. In 1898, however, the Republic of Hawaii was annexed by the United States.

The period of imperialism was a time of great power and domination of others by mostly European powers. As the 19th century closed, the lands of the world were all claimed. The European powers now faced each other with competing claims. Their battles would become the focus of the 20th century.

## History Makers



**Queen Liliuokalani**  
1838–1917

Liliuokalani was Hawaii's only queen and the last monarch of Hawaii. She bitterly regretted her brother's loss of power to American planters and worked to regain power for the Hawaiian monarchy. As queen, she refused to renew a treaty signed by her brother that would have given commercial privileges to foreign businessmen. It was a decision that would cost her the crown.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Queen Liliuokalani, go to **classzone.com**

## SECTION

## 5

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

### USING YOUR NOTES

2. Which Western power do you think had the most negative impact on its colonies?



### MAIN IDEAS

3. How were the Dutch East India Trading Company and the British East India Company similar?
4. What changes took place in Southeast Asia as a result of colonial control?
5. Why did some groups believe that the United States should colonize like the Europeans?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the reforms of the Siamese kings help Siam remain independent?
7. **ANALYZING BIAS** What does President McKinley's desire to "uplift and Christianize" the Filipinos suggest about his perception of the people?
8. **ANALYZING MOTIVES** Why do you think Sanford Dole wanted the United States to annex Hawaii?
9. **WRITING ACTIVITY** **ECONOMICS** Compose a **letter to the editor** expressing a Hawaiian's view on the U.S. businessmen who pushed for the annexation of Hawaii for economic gain.

### CONNECT TO TODAY DRAWING A BAR GRAPH

Research to find out about the economic situation of Southeast Asian countries today. Rank the economies and present your findings in a **bar graph**.

# Chapter 27 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the imperialism of 1850–1914.

1. imperialism
2. racism
3. Berlin Conference
4. Menelik II
5. geopolitics
6. Suez Canal
7. Raj
8. Queen Liliuokalani

## MAIN IDEAS

### The Scramble for Africa Section 1 (pages 773–778)

9. What motivated the nations of Europe to engage in imperialist activities?
10. What effect did the Boer War have on Africans?

### Case Study: Imperialism Section 2 (pages 779–785)

11. What are the forms of imperial rule?
12. How did Ethiopia successfully resist European rule?

### Europeans Claim Muslim Lands Section 3 (pages 786–790)

13. Why were the European nations interested in controlling the Muslim lands?
14. What methods did the Muslim leaders use to try to prevent European imperialism?

### British Imperialism in India Section 4 (pages 791–795)

15. How was the economy of India transformed by the British?
16. What caused the Sepoy Mutiny?

## Imperialism in Southeast Asia Section 5 (pages 796–799)

17. How did Siam manage to remain independent while other countries in the area were being colonized?
18. Describe American attitudes toward colonizing other lands.

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a chart, tell how the local people resisted the demands of the Europeans.

Africa	Muslim Lands	India	Southeast Asia

### 2. RECOGNIZING EFFECTS

**ECONOMICS** What effects did imperialism have on the economic life of the lands and people colonized by the European imperialists?

### 3. DRAWING CONCLUSIONS

Why do you think the British viewed the Suez Canal as the lifeline of their empire?

### 4. SYNTHESIZING

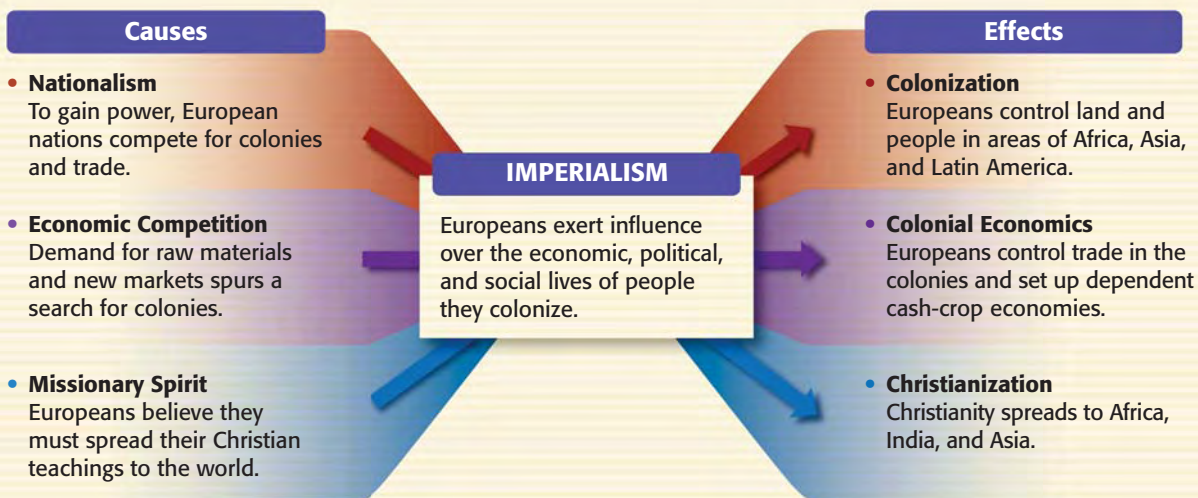
What positive and negative impact did inventions such as the railroad and the steamship have on the land and people conquered by the imperialists?

### 5. DEVELOPING HISTORICAL PERSPECTIVE

**EMPIRE BUILDING** What economic, political, and social conditions encouraged the growth of imperialism in Africa and Asia?

## VISUAL SUMMARY

### The New Imperialism, 1850–1914





## STANDARDS-BASED ASSESSMENT

Use the quotation from the king of the Asante people and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

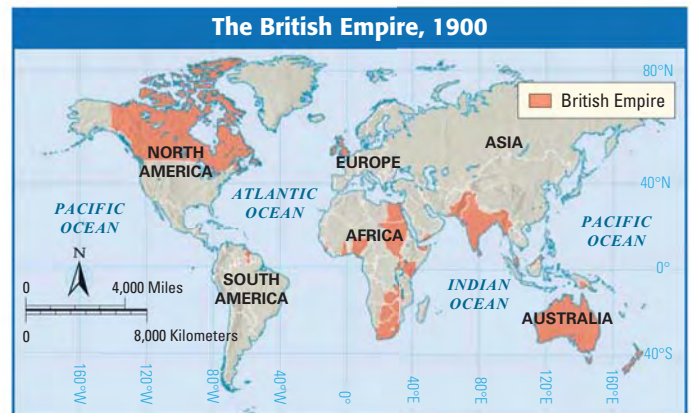
### PRIMARY SOURCE

The suggestion that Ashanti [Asante] in its present state should come and enjoy the protection of Her Majesty the Queen and Empress of India, I may say this is a matter of serious consideration, and which I am happy to say we have arrived at the conclusion, that my kingdom of Ashanti will never commit itself to any such conclusion, that Ashanti must remain independent as of old, at the same time to remain friendly with all white men. I do not write this with a boastful spirit, but in the clear sense of its meaning. Ashanti is an independent kingdom.

**KWAKU DUA III** to Frederic M. Hodgson, December 27, 1889

- What is Kwaku Dua III's answer to the queen?
  - He would enjoy the protection of the queen.
  - He cannot commit himself at this time.
  - He is offended by her offer.
  - He refuses her offer.
- Why do you think Kwaku Dua III responded that he wanted to remain friendly to white men?
  - He wanted his country to be placed under the protection of white men.
  - He was trying to be diplomatic.
  - He wanted to adopt white men's culture.
  - He wanted the assistance of white men.

Use the map of the British Empire and your knowledge of world history to answer question 3.



- "The sun never sets on the British Empire" was a saying about the British Empire at the peak of its power. What do you think this saying meant?
  - The British Empire had colonies in every part of the world.
  - The British felt that the sun revolved around them.
  - The British Empire represented sunlight and hope to the rest of the world.
  - The British were hard working and never slept.

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 772, you considered the advantages and disadvantages of colonialism. Now, make a chart showing the advantages and disadvantages to a local person living in a place that became a European colony. Next, make a similar chart for a European living in a foreign place. How do they compare? Discuss with members of your class a way to decide whether the advantages outweigh the disadvantages for each group.

### 2. WRITING ABOUT HISTORY

**POWER AND AUTHORITY** Write a **news article** about the effects of colonization. Be sure to address the following points:

- Provide some background on the country you're writing about.
- Tell where the colonizers have come from.
- Describe how the colonizers treat the colonized people.
- Include quotations from both the colonizers and the colonized.
- Draw conclusions about each side's opinion of the other.

### INTEGRATED TECHNOLOGY

#### Creating an Interactive Time Line

Use the Internet and your textbook to create a time line of the events covered in Chapter 27. The time line on pages 770–771 can serve as a guide. Use graphics software to add maps and pictures that illustrate the events. Be sure to include the following on your time line:

- important events in the colonization of Africa and Asia
- efforts on the part of the colonies to resist the imperialist powers
- people who played important roles in the events
- places where key events occurred
- visuals that illustrate the events

# CHAPTER 28

## Transformations Around the Globe, 1800–1914

### Previewing Main Ideas

**EMPIRE BUILDING** During the 19th and early 20th centuries, Great Britain, other European nations, the United States, and Japan sought political and economic influence over other countries.

**Geography** *What foreign powers were involved in China in the late 1800s?*

**CULTURAL INTERACTION** Imperialism brought new religions, philosophies, and technological innovations to East Asia and Latin America. People in these areas resisted some Western ideas and adopted or adapted others.

**Geography** *What geographic factors might explain why certain parts of China were under Japanese, Russian, and French influence?*

**REVOLUTION** Both China and Japan struggled to deal with foreign influence and to modernize. Mexico underwent a revolution that brought political and economic reforms.

**Geography** *Japan built up its navy as a step toward modernization. Why do you think Japan wanted a strong navy?*

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

#### EAST ASIA AND LATIN AMERICA

#### WORLD

1800

1825

1850

1823  
Monroe Doctrine  
reflects special U.S.  
interest in Americas.

1839  
China and  
Britain clash in  
Opium War.

1853  
Commodore  
Perry enters  
Tokyo harbor.

1815  
Congress of Vienna  
creates a new balance  
of power in Europe.

1858  
Great Britain  
establishes direct  
control of India.







# Colonial Powers Carve Up China, 1850–1910

INTERACTIVE



**1869**  
Suez Canal opens.



**1901**  
Australia becomes an independent nation. (British flag showing countries of the Empire)

**1905**  
Russian soldiers open fire on protesting workers in St. Petersburg.

**1875**



**1900**

**1898**  
United States wins Spanish-American War. (Teddy Roosevelt)

**1910**  
Mexican Revolution begins.

**1914**  
Panama Canal opens. ▶



**1925**



# *Why might you seek out or resist foreign influence?*

You are a local government official in 19th-century China. You are proud of your country, which produces everything that its people need. Like other Chinese officials, you discourage contact with foreigners. Nevertheless, people from the West are eager to trade with China.

Most foreign products are inferior to Chinese goods. However, a few foreign products are not available in China. You are curious about these items. At the same time, you wonder why foreigners are so eager to trade with China and what they hope to gain.



▲ Finely made lanterns were among the Chinese goods favored by Western merchants.

### EXAMINING *the* ISSUES

- **How might foreign products affect the quality of life in China both positively and negatively?**
- **What demands might foreigners make on countries they trade with?**

As a class, discuss these questions. Recall what happened in other parts of the world when different cultures came into contact for the first time. As you read this chapter, compare the decisions various governments made about foreign trade and the reasons they made those decisions.





# China Resists Outside Influence

## MAIN IDEA

### CULTURAL INTERACTION

Western economic pressure forced China to open to foreign trade and influence.

## WHY IT MATTERS NOW

China has become an increasingly important member of the global community.

## TERMS & NAMES

- Opium War
- extraterritorial rights
- Taiping Rebellion
- sphere of influence
- Open Door Policy
- Boxer Rebellion

**SETTING THE STAGE** Out of pride in their ancient culture, the Chinese looked down on all foreigners. In 1793, however, the Qing emperor agreed to receive an ambassador from England. The Englishman brought gifts of the West’s most advanced technology—clocks, globes, musical instruments, and even a hot-air balloon. The emperor was not impressed. In a letter to England’s King George III, he stated that the Chinese already had everything they needed. They were not interested in the “strange objects” and gadgets that the West was offering them.

## China and the West

China was able to reject these offers from the West because it was largely self-sufficient. The basis of this self-sufficiency was China’s healthy agricultural economy. During the 11th century, China had acquired a quick-growing strain of rice from Southeast Asia. By the time of the Qing Dynasty, the rice was being grown throughout the southern part of the country. Around the same time, the 17th and 18th centuries, Spanish and Portuguese traders brought maize, sweet potatoes, and peanuts from the Americas. These crops helped China increase the productivity of its land and more effectively feed its huge population.

China also had extensive mining and manufacturing industries. Rich salt, tin, silver, and iron mines produced great quantities of ore. The mines provided work for tens of thousands of people. The Chinese also produced beautiful silks, high-quality cottons, and fine porcelain.

**The Tea-Opium Connection** Because of their self-sufficiency, the Chinese had little interest in trading with the West. For decades, the only place they would allow foreigners to do business was at the southern port of Guangzhou (gwahnng•joh). And the balance of trade at Guangzhou was clearly in China’s favor. This means that China earned much more for its exports than it spent on imports.

European merchants were determined to find a product the Chinese would buy in large quantities. Eventually they found one—opium. Opium is a habit-forming narcotic made from the poppy plant. Chinese doctors had been using it to relieve pain for hundreds of years. In the late 18th century, however, British merchants smuggled opium into China for nonmedical use. It took a few decades for opium smoking to catch on, but by 1835, as many as 12 million Chinese people were addicted to the drug.

## TAKING NOTES

### Identifying Problems

Use a chart to identify the internal and external problems faced by China in the 1800s and early 1900s.

China's Problems	
Internal	External

**War Breaks Out** This growing supply of opium caused great problems for China. The Qing emperor was angry about the situation. In 1839, one of his highest advisers wrote a letter to England's Queen Victoria about the problem:

#### PRIMARY SOURCE

By what right do they [British merchants] . . . use the poisonous drug to injure the Chinese people? . . . I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries.

LIN ZEXU, quoted in *China's Response to the West*

The pleas went unanswered, and Britain refused to stop trading opium. The result was an open clash between the British and the Chinese—the **Opium War** of 1839. The battles took place mostly at sea. China's outdated ships were no match for Britain's steam-powered gunboats. As a result, the Chinese suffered a humiliating defeat. In 1842, they signed a peace treaty, the Treaty of Nanjing. **A**

This treaty gave Britain the island of Hong Kong. After signing another treaty in 1844, U.S. and other foreign citizens also gained **extraterritorial rights**. Under these rights, foreigners were not subject to Chinese law at Guangzhou and four other Chinese ports. Many Chinese greatly resented the foreigners and the bustling trade in opium they conducted.

#### MAIN IDEA

##### Analyzing Issues

**A** What conflicting British and Chinese positions led to the Opium War?

## Growing Internal Problems

Foreigners were not the greatest of China's problems in the mid-19th century, however. The country's own population provided an overwhelming challenge. The number of Chinese grew to 430 million by 1850, a 30 percent gain in only 60 years. Yet, in the same period of time, food production barely increased. As a result, hunger was widespread, even in good years. Many people became discouraged, and opium addiction rose steadily. As their problems mounted, the Chinese began to rebel against the Qing Dynasty.

## Connect to Today

### Special Economic Zones

Today, as in the late 1800s, the Chinese government limits foreign economic activity to particular areas of the country. Most of these areas, called special economic zones (SEZs), are located on the coast and waterways of southeastern China. First established in the late 1970s, the SEZs are designed to attract, but also control, foreign investment.

One of the most successful SEZs is Shanghai (pictured at right). By 2006, dozens of foreign companies—including IBM of the United States, Hitachi of Japan, Siemens of Germany, and Unilever of Great Britain—had invested over \$73 billion in the building and operating of factories, stores, and other businesses. This investment had a huge impact. Shanghai's per capita GDP grew from around \$1200 in 1990 to over \$6000 in 2006.





**The Taiping Rebellion** During the late 1830s, Hong Xiuquan (hung shee•oo•choo•ahn), a young man from Guangdong province in southern China, began recruiting followers to help him build a “Heavenly Kingdom of Great Peace.” In this kingdom, all Chinese people would share China’s vast wealth and no one would live in poverty. Hong’s movement was called the **Taiping Rebellion**, from the Chinese word *taiping*, meaning “great peace.”

By the 1850s, Hong had organized a massive peasant army of some one million people. Over time, the Taiping army took control of large areas of southeastern China. Then, in 1853, Hong captured the city of Nanjing and declared it his capital. Hong soon withdrew from everyday life and left family members and his trusted lieutenants in charge of the government of his kingdom.

The leaders of the Taiping government, however, constantly feuded among themselves. Also, Qing imperial troops and British and French forces all launched attacks against the Taiping. By 1864, this combination of internal fighting and outside assaults had brought down the Taiping government. But China paid a terrible price. At least 20 million—and possibly twice that many—people died in the rebellion. **B**



▲ A Taiping force surrounds and destroys an enemy village.

#### MAIN IDEA

#### Recognizing Effects

**B** What were the results of the Taiping Rebellion?

## Foreign Influence Grows

The Taiping Rebellion and several other smaller uprisings put tremendous internal pressure on the Chinese government. And, despite the Treaty of Nanjing, external pressure from foreign powers was increasing. At the Qing court, stormy debates raged about how best to deal with these issues. Some government leaders called for reforms patterned on Western ways. Others, however, clung to traditional ways and accepted change very reluctantly.

**Resistance to Change** During the last half of the 19th century, one person was in command at the Qing imperial palace. The Dowager Empress Cixi (tsoo•shee) held the reins of power in China from 1862 until 1908 with only one brief gap. Although she was committed to traditional values, the Dowager Empress did support certain reforms. In the 1860s, for example, she backed the self-strengthening movement. This program aimed to update China’s educational system, diplomatic service, and military. Under this program, China set up factories to manufacture steam-powered gunboats, rifles, and ammunition. The self-strengthening movement had mixed results, however.

**Other Nations Step In** Other countries were well aware of China’s continuing problems. Throughout the late 19th century, many foreign nations took advantage of the situation and attacked China. Treaty negotiations after each conflict gave these nations increasing control over China’s economy. Many of Europe’s major powers and Japan gained a strong foothold in China. This foothold, or **sphere of influence**, was an area in which the foreign nation controlled trade and investment. (See the map on page 808.)

The United States was a long-time trading partner with China. Americans worried that other nations would soon divide China into formal colonies and shut out American traders. To prevent this occurrence, in 1899 the United States declared

#### Vocabulary

A *dowager* is a widow who holds a title or property from her deceased husband.

## China: Spheres of Influence and Treaty Ports, c. 1900



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** Which countries had spheres of influence in China?
- Location** What foreign power shown on the map had access to inland China? What geographic feature made this possible?

the **Open Door Policy**. This proposed that China's "doors" be open to merchants of all nations. Britain and the other European nations agreed. The policy thus protected both U.S. trading rights in China, and China's freedom from colonization. But the country was still at the mercy of foreign powers.

## An Upsurge in Chinese Nationalism

Humiliated by their loss of power, many Chinese pressed for strong reforms. Among those demanding change was China's young emperor, Guangxu (gwahng•shoo). In June 1898, Guangxu introduced measures to modernize China. These measures called for reorganizing China's educational system, strengthening the economy, modernizing the military, and streamlining the government.

Most Qing officials saw these innovations as threats to their power. They reacted with alarm, calling the Dowager Empress back to the imperial court. On her return, she acted with great speed. She placed Guangxu under arrest and took control of the government. She then reversed his reforms. Guangxu's efforts brought about no change whatsoever. The Chinese people's frustration with their situation continued to grow.

**The Boxer Rebellion** This widespread frustration finally erupted into violence. Poor peasants and workers resented the special privileges granted to foreigners. They also resented Chinese Christians, who had adopted a foreign faith. To demonstrate their discontent, they formed a secret organization called the Society of Righteous and Harmonious Fists. They soon came to be known as the Boxers. Their campaign against the Dowager Empress's rule and foreigner privilege was called the **Boxer Rebellion**.



# MAIN IDEA

## Analyzing Causes

Why did the Boxer Rebellion fail?

In the spring of 1900, the Boxers descended on Beijing. Shouting “Death to the foreign devils,” the Boxers surrounded the European section of the city. They kept it under siege for several months. The Dowager Empress expressed support for the Boxers but did not back her words with military aid. In August, a multinational force of 19,000 troops marched on Beijing and quickly defeated the Boxers.

Despite the failure of the Boxer Rebellion, a strong sense of nationalism had emerged in China. The Chinese people realized that their country must resist more foreign intervention. Even more important, they felt that the government must become responsive to their needs.

**The Beginnings of Reform** At this point, even the Qing court realized that China needed to make profound changes to survive. In 1905, the Dowager Empress sent a select group of Chinese officials on a world tour to study the operation of different governments. The group traveled to Japan, the United States, Britain, France, Germany, Russia, and Italy. On their return in the spring of 1906, the officials recommended that China restructure its government. They based their suggestions on the constitutional monarchy of Japan. The empress accepted this recommendation and began making reforms. Although she convened a national assembly within a year, change was slow. In 1908, the court announced that it would establish a full constitutional government by 1917.

However, the turmoil in China did not end with these progressive steps. China experienced unrest for the next four decades as it continued to face internal and external threats. China’s neighbor Japan also faced pressure from the West during this time. But it responded to this influence in a much different way.



▲ A gang of Boxers attacks Chinese Christians.

## SECTION

## 1

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Opium War
- extraterritorial rights
- Taiping Rebellion
- sphere of influence
- Open Door Policy
- Boxer Rebellion

### USING YOUR NOTES

2. Which created the most trouble for China, internal problems or external problems? Why?

China's Problems	
Internal	External

### MAIN IDEAS

- Why did the Chinese have little interest in trading with the West?
- What internal problems did China face prior to the Taiping Rebellion?
- Why did Emperor Guangxu’s efforts at reform and modernization fail?

### CRITICAL THINKING & WRITING

- ANALYZING MOTIVES** Why do you think European powers established spheres of influence in China rather than colonies, as they did in Africa and other parts of Asia?
- MAKING INFERENCES** What importance did spheres of influence have for China?
- COMPARING AND CONTRASTING** What were the similarities and differences between the Taiping Rebellion and the Boxer Rebellion?
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **dialogue** between two of Dowager Empress Cixi’s advisers—one arguing for continued isolation, the other for openness to foreign influence and trade.

### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on special economic zones in China. Use your findings to create an **annotated map** showing the location of these zones.

**INTERNET KEYWORDS**  
special economic zones,  
SEZs



# Modernization in Japan

## MAIN IDEA

**CULTURAL INTERACTION** Japan followed the model of Western powers by industrializing and expanding its foreign influence.

## WHY IT MATTERS NOW

Japan's continued development of its own way of life has made it a leading world power.

## TERMS & NAMES

- Treaty of Kanagawa
- Meiji era
- Russo-Japanese War
- annexation

**SETTING THE STAGE** In the early 17th century, Japan had shut itself off from almost all contact with other nations. Under the rule of the Tokugawa shoguns, Japanese society was very tightly ordered. The shogun parceled out land to the daimyo, or lords. The peasants worked for and lived under the protection of their daimyo and his small army of samurai, or warriors. This rigid feudal system managed to keep the country free of civil war. Peace and relative prosperity reigned in Japan for two centuries.

## TAKING NOTES

**Analyzing Causes** List the steps that Japan took toward modernization and the events that contributed to its growth as an imperialistic power.

Modernization
Imperialism

## Japan Ends Its Isolation

The Japanese had almost no contact with the industrialized world during this time of isolation. They continued, however, to trade with China and with Dutch merchants from Indonesia. They also had diplomatic contact with Korea. However, trade was growing in importance, both inside and outside Japan.

**The Demand for Foreign Trade** Beginning in the early 19th century, Westerners tried to convince the Japanese to open their ports to trade. British, French, Russian, and American officials occasionally anchored off the Japanese coast. Like China, however, Japan repeatedly refused to receive them. Then, in 1853, U.S. Commodore Matthew Perry took four ships into what is now Tokyo Harbor. These massive black wooden ships powered by steam astounded the Japanese. The ships' cannons also shocked them. The Tokugawa shogun realized he had no choice but to receive Perry and the letter Perry had brought from U.S. president Millard Fillmore.

Fillmore's letter politely asked the shogun to allow free trade between the United States and Japan. Perry delivered it with a threat, however. He would come back with a larger fleet in a year to receive Japan's reply. That reply was the **Treaty of Kanagawa** of 1854. Under its terms, Japan opened two ports at which U.S. ships could take on supplies. After the United States had pushed open the door, other Western powers soon followed. By 1860, Japan, like China, had granted foreigners permission to trade at several treaty ports. It had also extended extraterritorial rights to many foreign nations.

**Meiji Reform and Modernization** The Japanese were angry that the shogun had given in to the foreigners' demands. They turned to Japan's young emperor, Mutsuhito (moot•soo•HEE•toh), who seemed to symbolize the country's sense of



pride and nationalism. In 1867, the Tokugawa shogun stepped down, ending the military dictatorships that had lasted since the 12th century. Mutsuhito took control of the government. He chose the name *Meiji* for his reign, which means “enlightened rule.” Mutsuhito’s reign, which lasted 45 years, is known as the **Meiji era**.

The Meiji emperor realized that the best way to counter Western influence was to modernize. He sent diplomats to Europe and North America to study Western ways. The Japanese then chose what they believed to be the best that Western civilization had to offer and adapted it to their own country. They admired Germany’s strong centralized government, for example. And they used its constitution as a model for their own. The Japanese also admired the discipline of the German army and the skill of the British navy. They attempted to imitate these European powers as they modernized their military. Japan adopted the American system of universal public education and required that all Japanese children attend school. Their teachers often included foreign experts. Students could go abroad to study as well.

The emperor also energetically supported following the Western path of industrialization. By the early 20th century, the Japanese economy had become as modern as any in the world. The country built its first railroad line in 1872. The track connected Tokyo, the nation’s capital, with the port of Yokohama, 20 miles to the south. By 1914, Japan had more than 7,000 miles of railroad. Coal production grew from half a million tons in 1875 to more than 21 million tons in 1913. Meanwhile, large, state-supported companies built thousands of factories. Traditional Japanese industries, such as tea processing and silk production, expanded to give the country unique products to trade. Developing modern industries, such as shipbuilding, made Japan competitive with the West.

## Imperial Japan

Japan’s race to modernize paid off. By 1890, the country had several dozen warships and 500,000 well-trained, well-armed soldiers. It had become the strongest military power in Asia.

Japan had gained military, political, and economic strength. It then sought to eliminate the extraterritorial rights of foreigners. The Japanese foreign minister assured foreigners that they could rely on fair treatment in Japan. This was because its constitution and legal codes were similar to those of European nations, he explained. His reasoning was convincing, and in 1894, foreign powers accepted the

### China and Japan Confront the West



#### China

- Remains committed to traditional values
- Loses numerous territorial conflicts
- Grants other nations spheres of influence within China
- Finally accepts necessity for reform

#### Both

- Have well-established traditional values
- Initially resist change
- Oppose Western imperialism

#### Japan

- Considers modernization to be necessary
- Borrows and adapts Western ways
- Strengthens its economic and military power
- Becomes an empire builder



▲ The Dowager Empress Cixi (1862–1908)

#### SKILLBUILDER: Interpreting Charts

1. **Contrasting** According to the diagram, in what ways did China and Japan deal differently with Western influence?
2. **Comparing** What similar responses did each country share despite the different paths they followed?

▲ The Meiji Emperor Mutsuhito (1867–1912)

abolition of extraterritorial rights for their citizens living in Japan. Japan's feeling of strength and equality with the Western nations rose.

As Japan's sense of power grew, the nation also became more imperialistic. As in Europe, national pride played a large part in Japan's imperial plans. The Japanese were determined to show the world that they were a powerful nation. **A**

**Japan Attacks China** The Japanese first turned their sights to their neighbor, Korea. In 1876, Japan forced Korea to open three ports to Japanese trade. But China also considered Korea to be important both as a trading partner and a military outpost. Recognizing their similar interests in Korea, Japan and China signed a hands-off agreement. In 1885, both countries pledged that they would not send their armies into Korea.

In June 1894, however, China broke that agreement. Rebellions had broken out against Korea's king. He asked China for military help in putting them down. Chinese troops marched into Korea. Japan protested and sent its troops to Korea to fight the Chinese. This Sino-Japanese War lasted just a few months. In that time, Japan drove the Chinese out of Korea, destroyed the Chinese navy, and gained a foothold in Manchuria. In 1895, China and Japan signed a peace treaty. This treaty gave Japan its first colonies, Taiwan and the neighboring Pescadores Islands. (See the map on page 803.)

**Russo-Japanese War** Japan's victory over China changed the world's balance of power. Russia and Japan emerged as the major powers—and enemies—in East Asia. The two countries soon went to war over Manchuria. In 1903, Japan offered to recognize Russia's rights in Manchuria if the Russians would agree to stay out of Korea. But the Russians refused.

In February 1904, Japan launched a surprise attack on Russian ships anchored off the coast of Manchuria. In the resulting **Russo-Japanese War**, Japan drove

#### MAIN IDEA

#### Making Inferences

**A** Why did Japan become imperialistic?

#### Vocabulary

*Sino*: a prefix meaning "Chinese"

## > Analyzing Political Cartoons

### Warlike Japan

Cartoonists often use symbols to identify the countries, individuals, or even ideas featured in their cartoons. Russia has long been symbolized as a bear by cartoonists. Here, the cartoonist uses a polar bear.

Prior to the Meiji era, cartoonists usually pictured Japan as a fierce samurai. Later, however, Japan often was symbolized by a caricature of Emperor Mutsuhito. Here, the cartoonist has exaggerated the emperor's physical features to make him look like a bird of prey.

#### SKILLBUILDER: Interpreting Political Cartoons

1. **Clarifying** How does the cartoonist signify that Japan is warlike?
2. **Making Inferences** In their fight, Russia and Japan appear to be crushing someone. Who do you think this might be?





Russian troops out of Korea and captured most of Russia's Pacific fleet. It also destroyed Russia's Baltic fleet, which had sailed all the way around Africa to participate in the war.

In 1905, Japan and Russia began peace negotiations. U.S. president Theodore Roosevelt helped draft the treaty, which the two nations signed on a ship off Portsmouth, New Hampshire. This agreement, the Treaty of Portsmouth, gave Japan the captured territories. It also forced Russia to withdraw from Manchuria and to stay out of Korea.

**Japanese Occupation of Korea** After defeating Russia, Japan attacked Korea with a vengeance. In 1905, it made Korea a protectorate. Japan sent in "advisers," who grabbed more and more power from the Korean government. The Korean king was unable to rally international support for his regime. In 1907, he gave up control of the country. Within two years the Korean Imperial Army was disbanded. In 1910, Japan officially imposed **annexation** on Korea, or brought that country under Japan's control.

The Japanese were harsh rulers. They shut down Korean newspapers and took over Korean schools. There they replaced the study of Korean language and history with Japanese subjects. They took land away from Korean farmers and gave it to Japanese settlers. They encouraged Japanese businessmen to start industries in Korea, but forbade Koreans from going into business. Resentment of Japan's repressive rule grew, helping to create a strong Korean nationalist movement. **B**

The rest of the world clearly saw the brutal results of Japan's imperialism. Nevertheless, the United States and other European countries largely ignored what was happening in Korea. They were too busy with their own imperialistic aims, as you will learn in Section 3.

#### Vocabulary

**protectorate:** a country under the partial control and protection of another nation

#### MAIN IDEA

#### Clarifying

**B** How did Japan treat the Koreans after it annexed the country?

## Global Impact

### Western Views of the East

The Japanese victory over the Russians in 1905 exploded a strong Western myth. Many Westerners believed that white people were a superior race. The overwhelming success of European colonialism and imperialism in the Americas, Africa, and Asia had reinforced this belief. But the Japanese had shown Europeans that people of other races were their equals in modern warfare.

Unfortunately, Japan's military victory led to a different form of Western racism. Influenced by the ideas of Germany's Emperor Wilhelm II, the West imagined the Japanese uniting with the Chinese and conquering Europe. The resulting racist Western fear of what was called the *yellow peril* influenced world politics for many decades.

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Treaty of Kanagawa
- Meiji era
- Russo-Japanese War
- annexation

### USING YOUR NOTES

2. Do you think that Japan could have become an imperialistic power if it had not modernized? Why or why not?

Modernization
Imperialism

### MAIN IDEAS

3. How was the Treaty of Kanagawa similar to the treaties that China signed with various European powers?
4. What steps did the Meiji emperor take to modernize Japan?
5. How did Japan begin its quest to build an empire?

### CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** What influences do you think were most important in motivating Japan to build its empire?
7. **FORMING AND SUPPORTING OPINIONS** In your view, was Japan's aggressive imperialism justified? Support your answer with information from the text.
8. **ANALYZING BIAS** How did Japan's victory in the Russo-Japanese War both explode and create stereotypes?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** In the role of a Japanese official, write a **letter** to the government of a Western power explaining why you think it is necessary for your country to build an empire.

### CONNECT TO TODAY CREATING A SYMBOL

Conduct research to discover the name that Akihito, the present emperor of Japan, chose for his reign. Then create a **symbol** that expresses the meaning of this name.



## Japanese Woodblock Printing

Woodblock printing in Japan evolved from black-and-white prints created by Buddhists in the 700s. By the late 1700s, artists learned how to create multicolor prints.

Woodblock prints could be produced quickly and in large quantities, so they were cheaper than paintings. In the mid-1800s, a Japanese person could buy a woodblock print for about the same price as a bowl of noodles. As a result, woodblock prints like those shown here became a widespread art form. The most popular subjects included actors, beautiful women, urban life, and landscapes.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Japanese woodblock printing, go to [classzone.com](http://classzone.com)



### ▲ Naniwaya Okita

The artist Kitagawa Utamaro created many prints of attractive women. This print shows Naniwaya Okita, a famous beauty of the late 1700s. Her long face, elaborate hairstyle, and many-colored robes were all considered part of her beauty.



### ▲ Carving the Block

These photographs show a modern artist carving a block for the black ink. (The artist must carve a separate block for each color that will be in the final print.)

Carving the raised image requires precision and patience. For example, David Bull, the artist in the photographs, makes five cuts to create each strand of hair. One slip of the knife, and the block will be ruined.





### ▲ Under the Wave off Kanagawa

Katsushika Hokusai was one of the most famous of all Japanese printmakers. This scene is taken from his well-known series *Thirty-Six Views of Mount Fuji*. Mount Fuji, which many Japanese considered sacred, is the small peak in the background of this scene.



### ▲ Printing

After the carved block is inked, the artist presses paper on it, printing a partial image. He or she repeats this stage for each new color. The artist must ensure that every color ends up in exactly the right place, so that no blocks of color extend beyond the outlines or fall short of them.

### Connect to Today

**1. Making Inferences** What personal qualities and skills would an artist need to be good at making woodblock prints?

See Skillbuilder Handbook, page R10.

**2. Forming and Supporting Opinions**

Hokusai's print of the wave, shown above, remains very popular today. Why do you think this image appeals to modern people?





# U.S. Economic Imperialism

## MAIN IDEA

**EMPIRE BUILDING** The United States put increasing economic and political pressure on Latin America during the 19th century.

## WHY IT MATTERS NOW

This policy set the stage for 20th-century relations between Latin America and the United States.

## TERMS & NAMES

- caudillo
- Monroe Doctrine
- José Martí
- Spanish-American War
- Panama Canal
- Roosevelt Corollary

**SETTING THE STAGE** Latin America's long struggle to gain independence from colonial domination between the late 18th and the mid-19th centuries left the new nations in shambles. Farm fields had been neglected and were overrun with weeds. Buildings in many cities bore the scars of battle. Some cities had been left in ruins. The new nations of Latin America faced a struggle for economic and political recovery that was every bit as difficult as their struggle for independence had been.

## TAKING NOTES

### Following Chronological Order

Use a time line to list the major events in U.S. involvement in Latin America.

1823   1898   1903   1914

## Latin America After Independence

Political independence meant little for most citizens of the new Latin American nations. The majority remained poor laborers caught up in a cycle of poverty.

**Colonial Legacy** Both before and after independence, most Latin Americans worked for large landowners. The employers paid their workers with vouchers that could be used only at their own supply stores. Since wages were low and prices were high, workers went into debt. Their debt accumulated and passed from one generation to the next. In this system known as peonage, “free” workers were little better than slaves.

Landowners, on the other hand, only got wealthier after independence. Many new Latin American governments took over the lands owned by native peoples and by the Catholic Church. Then they put those lands up for sale. Wealthy landowners were the only people who could afford to buy them, and they snapped them up. But as one Argentinean newspaper reported, “Their greed for land does not equal their ability to use it intelligently.” The unequal distribution of land and the landowners’ inability to use it effectively combined to prevent social and economic development in Latin America.

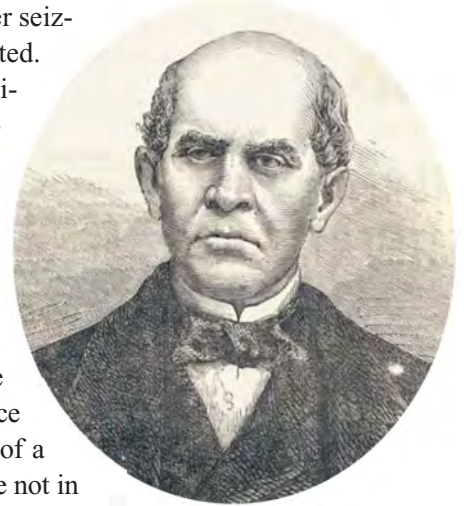
**Political Instability** Political instability was another widespread problem in 19th-century Latin America. Many Latin American army leaders had gained fame and power during their long struggle for independence. They often continued to assert their power. They controlled the new nations as military dictators, or **caudillos** (kaw•DEEL•yohz). They were able to hold on to power because they were backed by the military. By the mid-1800s, nearly all the countries of Latin America were ruled by caudillos. One typical caudillo was Juan Vicente Gómez.



He was a ruthless man who ruled Venezuela for nearly 30 years after seizing power in 1908. “All Venezuela is my cattle ranch,” he once boasted.

There were some exceptions, however. Reform-minded presidents, such as Argentina’s Domingo Sarmiento, made strong commitments to improving education. During Sarmiento’s presidency, between 1868 and 1874, the number of students in Argentina doubled. But such reformers usually did not stay in office long. More often than not, a caudillo, supported by the army, seized control of the government.

The caudillos faced little opposition. The wealthy landowners usually supported them because they opposed giving power to the lower classes. In addition, Latin Americans had gained little experience with democracy under European colonial rule. So, the dictatorship of a caudillo did not seem unusual to them. But even when caudillos were not in power, most Latin Americans still lacked a voice in the government. Voting rights—and with them, political power—were restricted to the relatively few members of the upper and middle classes who owned property or could read. **A**



▲ Argentine reformer Domingo Sarmiento

#### MAIN IDEA

#### Identifying Problems

**A** What difficulties did lower-class Latin Americans continue to face after independence?

## Economies Grow Under Foreign Influence

When colonial rule ended in Latin America in the early 1800s, the new nations were no longer restricted to trading with colonial powers. Britain and, later, the United States became Latin America’s main trading partners.

**Old Products and New Markets** Latin America’s economies continued to depend on exports, no matter whom they were trading with. As during the colonial era, each country concentrated on one or two products. With advances in technology, however, Latin America’s exports grew. The development of the steamship and the building of railroads in the 19th century, for example, greatly increased Latin American trade. Toward the end of the century, the invention of refrigeration helped increase Latin America’s exports. The sale of beef, fruits and vegetables, and other perishable goods soared.

But foreign nations benefited far more from the increased trade than Latin America did. In exchange for their exports, Latin Americans imported European and North American manufactured goods. As a result, they had little reason to develop their own manufacturing industries. And as long as Latin America remained unindustrialized, it could not play a leading role on the world economic stage.

▼ Workers unload coffee beans at a plantation in Brazil. Until recently, Brazil’s economy depended heavily on the export of coffee.



**Outside Investment and Interference** Furthermore, Latin American countries used little of their export income to build roads, schools, or hospitals. Nor did they fund programs that would help them become self-sufficient. Instead, they often borrowed money at high interest rates to develop facilities for their export industries. Countries such as Britain, France, the United States, and Germany were willing lenders. The Latin American countries often were unable to pay back their loans, however. In response, foreign lenders sometimes threatened to collect the debt by force. At other times, they threatened to take over the facilities they had funded. In this way, foreign companies gained control of many Latin American industries. This began a new age of economic colonialism in Latin America.

## History Makers



**José Martí**  
1853–1895

José Martí was only 15 in 1868 when he first began speaking out for Cuban independence. In 1871, the Spanish colonial government punished Martí's open opposition with exile. Except for a brief return to his homeland in 1878, Martí remained in exile for about 20 years. For most of this time, he lived in New York City. There he continued his career as a writer and a revolutionary. "Life on earth is a hand-to-hand combat . . . between the law of love and the law of hate," he proclaimed.

While in New York, Martí helped raise an army to fight for Cuban independence. He died on the battlefield only a month after the war began. But Martí's cry for freedom echoes in his essays and poems and in folk songs about him that are still sung throughout the world.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on José Martí, go to [classzone.com](http://classzone.com)

## A Latin American Empire

Long before the United States had any economic interest in Latin American countries, it realized that it had strong links with its southern neighbors. Leaders of the United States were well aware that their country's security depended on the security of Latin America.

**The Monroe Doctrine** Most Latin American colonies had gained their independence by the early 1800s. But their position was not secure. Many Latin Americans feared that European countries would try to reconquer the new republics. The United States, a young nation itself, feared this too. So, in 1823, President James Monroe issued what came to be called the **Monroe Doctrine**. This document stated that "the American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers." Until 1898, though, the United States did little to enforce the Monroe Doctrine. Cuba provided a real testing ground.

**Cuba Declares Independence** The Caribbean island of Cuba was one of Spain's last colonies in the Americas. In 1868, Cuba declared its independence and fought a ten-year war against Spain. In 1878, with the island in ruins, the Cubans gave up the fight. But some Cubans continued to seek independence from Spain. In 1895, **José Martí**, a writer who had been exiled from Cuba by the Spanish, returned to launch a second war for Cuban independence. Martí was killed early in the fighting, but the Cubans battled on.

By the mid-1890s, the United States had developed substantial business holdings in Cuba. Therefore it had an economic stake in the fate of the country. In addition, the Spanish had forced many Cuban civilians into concentration camps. Americans objected to the Spanish brutality. In 1898, the United States joined the Cuban war for independence. This conflict, which became known as the **Spanish-American War**, lasted about four months. U.S. forces launched their first attack not on Cuba but on the Philippine Islands, a Spanish colony thousands of miles away in the Pacific. Unprepared for a war on two fronts, the Spanish military quickly collapsed. (See the maps on the opposite page.) **B**

### MAIN IDEA

#### Analyzing Motives

**B** Why did the United States join the Cuban war for independence?





#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** Where is Cuba located in relation to the United States?
- 2. Location** In the war, the United States launched its first attack against the Philippine Islands. Why might this have surprised the Spanish?

In 1901, Cuba became an independent nation, at least in name. However, the United States installed a military government and continued to exert control over Cuban affairs. This caused tremendous resentment among many Cubans, who had assumed that the United States' aim in intervening was to help Cuba become truly independent. The split that developed between the United States and Cuba at this time continues to keep these close neighbors miles apart more than a century later.

After its defeat in the Spanish-American War, Spain turned over the last of its colonies. Puerto Rico, Guam, and the Philippines became U.S. territories. Having become the dominant imperial power in Latin America, the United States next set its sights on Panama.

**Connecting the Oceans** Latin Americans were beginning to regard the United States as the political and economic “Colossus of the North.” The United States was a colossus in geographic terms too. By the 1870s, the transcontinental railroad connected its east and west coasts. But land travel still was time-consuming and difficult. And sea travel between the coasts involved a trip of about 13,000 miles around the tip of South America. If a canal could be dug across a narrow section of Central America, however, the coast-to-coast journey would be cut in half.

The United States had been thinking about such a project since the early 19th century. In the 1880s, a French company tried—but failed—to build a canal across Panama. Despite this failure, Americans remained enthusiastic about the canal. And no one was more enthusiastic than President Theodore Roosevelt, who led the nation from 1901 to 1909. In 1903, Panama was a province of Colombia. Roosevelt offered that country \$10 million plus a yearly payment for the right to build a canal. When the Colombian government demanded more money, the United States

#### Vocabulary

A *colossus* is a huge statue that towers over the surrounding area.



## Panama Canal

The Panama Canal is considered one of the world's greatest engineering accomplishments. Its completion changed the course of history by opening a worldwide trade route between the Atlantic and Pacific oceans. As shown in the diagram below, on entering the canal, ships are raised about 85 feet in a series of three locks. On leaving the canal, ships are lowered to sea level by another series of three locks.

The canal also had a lasting effect on other technologies. Since the early 1900s, ships have been built to dimensions that will allow them to pass through the canal's locks.

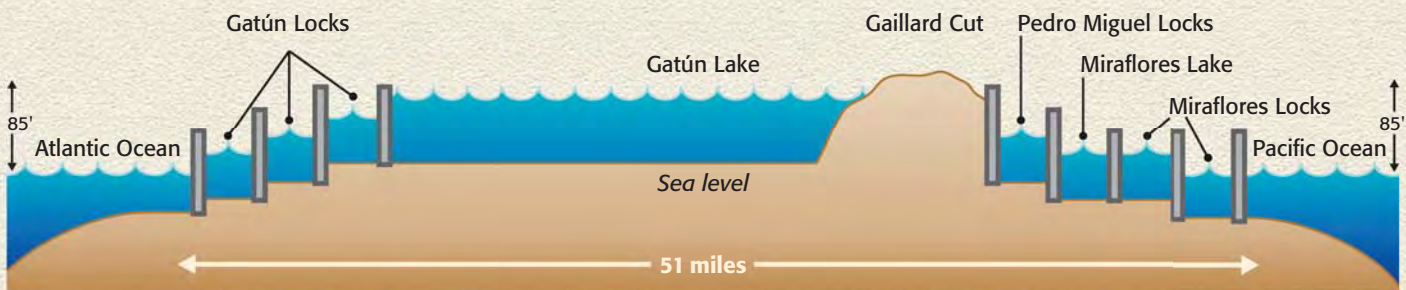
### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on the Panama Canal, go to [classzone.com](http://classzone.com)



▲ Ships passing through the Pedro Miguel Locks

### Panama Canal Cross-section



### Canal Facts

- The canal took ten years to build (1904–1914) and cost \$380 million.
- During the construction of the canal, workers dug up more than 200 million cubic yards of earth.
- Thousands of workers died from diseases while building the canal.
- The trip from San Francisco to New York City via the Panama Canal is about 9,000 miles shorter than the trip around South America.
- The 51-mile trip through the canal takes 8 to 10 hours.
- The canal now handles more than 13,000 ships a year from around 70 nations carrying 192 million short tons of cargo.
- Panama took control of the canal on December 31, 1999.

▲ This cross-section shows the different elevations and locks that a ship moves through on the trip through the canal.

### Connect to Today

**1. Identifying Problems** What difficulties did workers face in constructing the canal?

See Skillbuilder Handbook, page R5.

**2. Evaluating Decisions** In the more than 90 years since it was built, do you think that the benefits of the Panama Canal to world trade have outweighed the costs in time, money, and human life? Explain your answer.



responded by encouraging a revolution in Panama. The Panamanians had been trying to break away from Colombia for almost a century. In 1903, with help from the United States Navy, they won their country's independence. In gratitude, Panama gave the United States a ten-mile-wide zone in which to build a canal.

For the next decade, American engineers contended with floods and withering heat to build the massive waterway. However, their greatest challenge was the disease-carrying insects that infested the area. The United States began a campaign to destroy the mosquitoes that carried yellow fever and malaria, and the rats that carried bubonic plague. The effort to control these diseases was eventually successful. Even so, thousands of workers died during construction of the canal. The **Panama Canal** finally opened in 1914. Ships from around the world soon began to use it. Latin America had become a crossroads of world trade. And the United States controlled the tollgate. **C**

▼ This cartoon suggests that the Roosevelt Corollary turned the Caribbean into a U.S. wading pool.

#### MAIN IDEA

#### Analyzing Motives

**C** Why was the United States so interested in building the Panama Canal?

**The Roosevelt Corollary** The building of the Panama Canal was only one way that the United States expanded its influence in Latin America in the early 20th century. Its presence in Cuba and its large investments in many Central and South American countries strengthened its foothold. To protect those economic interests, in 1904, President Roosevelt issued a corollary, or extension, to the Monroe Doctrine. The **Roosevelt Corollary** gave the United States the right to be “an international police power” in the Western Hemisphere.

The United States used the Roosevelt Corollary many times in the following years to justify U.S. intervention in Latin America. U.S. troops occupied some countries for decades. Many Latin Americans protested this intervention, but they were powerless to stop their giant neighbor to the north. The U.S. government simply turned a deaf ear to their protests. It could not ignore the rumblings of revolution just over its border with Mexico, however. You will learn about this revolution in Section 4.



#### SECTION

### 3

#### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- caudillo
- Monroe Doctrine
- José Martí
- Spanish-American War
- Panama Canal
- Roosevelt Corollary

#### USING YOUR NOTES

2. Which event do you think was most beneficial to Latin America? Why?

1823 1898 1903 1914

#### MAIN IDEAS

- Why did the gap between rich and poor in Latin America grow after independence?
- What economic gains and setbacks did Latin American countries experience after independence?
- Why was the United States so interested in the security of Latin America?

#### CRITICAL THINKING & WRITING

- ANALYZING MOTIVES** Why do you think upper-class Latin Americans favored governments run by caudillos?
- FORMING OPINIONS** Do you think that U.S. imperialism was more beneficial or harmful to Latin American people? Explain.
- CONTRASTING** How was the principle of the Roosevelt Corollary different from that of the Monroe Doctrine?
- WRITING ACTIVITY** **REVOLUTION** Assume the role of a Cuban fighting for independence from Spain. Design a political **poster** that shows your feelings about the United States joining the struggle for independence.

#### CONNECT TO TODAY CREATING A DATAFILE

Conduct research to find statistics on the ships and cargo that travel through the Panama Canal. Use your findings to create a **datafile** for usage of the canal in a recent year.



# Turmoil and Change in Mexico

## MAIN IDEA

**REVOLUTION** Political, economic, and social inequalities in Mexico triggered a period of revolution and reform.

## WHY IT MATTERS NOW

Mexico has moved toward political democracy and is a strong economic force in the Americas.

## TERMS & NAMES

- Antonio López de Santa Anna
- Benito Juárez
- *La Reforma*
- Porfirio Díaz
- Francisco Madero
- “Pancho” Villa
- Emiliano Zapata

**SETTING THE STAGE** The legacy of Spanish colonialism and long-term political instability that plagued the newly emerging South American nations caused problems for Mexico as well. Mexico, however, had a further issue to contend with—a shared border with the United States. The “Colossus of the North,” as the United States was known in Latin America, wanted to extend its territory all the way west to the Pacific Ocean. But most of the lands in the American Southwest belonged to Mexico.

## TAKING NOTES

**Comparing** Use a chart to compare the major accomplishments of the Mexican leaders discussed in this section.

Leader	Major Accomplishment

## Santa Anna and the Mexican War

During the early 19th century, no one dominated Mexican political life more than **Antonio López de Santa Anna**. Santa Anna played a leading role in Mexico’s fight for independence from Spain in 1821. In 1829, he fought against Spain again as the European power tried to regain control of Mexico. Then, in 1833, Santa Anna became Mexico’s president.

One of Latin America’s most powerful caudillos, Santa Anna was a clever politician. He would support a measure one year and oppose it the next if he thought that would keep him in power. His policy seemed to work. Between 1833 and 1855, Santa Anna was Mexico’s president four times. He gave up the presidency twice, however, to serve Mexico in a more urgent cause—leading the Mexican army in an effort to retain the territory of Texas.

**The Texas Revolt** In the 1820s, Mexico encouraged American citizens to move to the Mexican territory of Texas to help populate the country. Thousands of English-speaking colonists, or Anglos, answered the call. In return for inexpensive land, they pledged to follow the laws of Mexico. As the Anglo population grew, though, tensions developed between the colonists and Mexico over several issues, including slavery and religion. As a result, many Texas colonists wanted greater self-government. But when Mexico refused to grant this, Stephen Austin, a leading Anglo, encouraged a revolt against Mexico in 1835.

▼ Mexican leader Santa Anna







◀ Santa Anna's army met with strong resistance from the defenders of the Alamo.

Santa Anna led Mexican forces north to try to hold on to the rebellious territory. He won a few early battles, including a bitter fight at the Alamo, a mission in San Antonio. However, his fortunes changed at the Battle of San Jacinto. His troops were defeated and he was captured. Texan leader Sam Houston released Santa Anna after he promised to respect the independence of Texas. When Santa Anna returned to Mexico in 1836, he was quickly ousted from power.

**War and the Fall of Santa Anna** Santa Anna regained power, though, and fought against the United States again. In 1845, the United States annexed Texas. Outraged Mexicans considered this an act of aggression. In a dispute over the border, the United States invaded Mexico. Santa Anna's army fought valiantly, but U.S. troops defeated them after two years of war. In 1848, the two nations signed the Treaty of Guadalupe Hidalgo. The United States received the northern third of what was then Mexico, including California and the American Southwest. Santa Anna went into exile. He returned as dictator one final time, however, in 1853. After his final fall, in 1855, he remained in exile for almost 20 years. When he returned to Mexico in 1874, he was poor, blind, powerless, and essentially forgotten.

## Juárez and *La Reforma*

During the mid-19th century, as Santa Anna's power rose and fell, a liberal reformer, **Benito Juárez** (HWAHR•ehz), strongly influenced the politics of Mexico. Juárez was Santa Anna's complete opposite in background as well as in goals. Santa Anna came from a well-off Creole family. Juárez was a poor Zapotec Indian who was orphaned at the age of three. While Santa Anna put his own personal power first, Juárez worked primarily to serve his country. **A**

### MAIN IDEA

#### Contrasting

**A** In what ways did Benito Juárez differ from Santa Anna?

**Juárez Rises to Power** Ancestry and racial background were important elements of political power and economic success in 19th-century Mexico. For that reason, the rise of Benito Juárez was clearly due to his personal leadership qualities. Juárez was raised on a small farm in the Mexican state of Oaxaca. When he was 12, he moved to the city of Oaxaca. He started going to school at age 15, and in 1829, he entered a newly opened state-run university. He received a law degree in 1831.

### Juárez: Symbol of Mexican Independence

In 1948, more than 75 years after Benito Juárez's death, Mexican mural painter José Clemente Orozco celebrated him in the fresco *Juárez, the Church and the Imperialists*. A portrait of Juárez, which accentuates his Indian features, dominates the work. The supporters of Emperor Maximilian, carrying his body, are shown below Juárez. To either side of Juárez, the soldiers of Mexican independence prepare to attack these representatives of imperialism. By constructing the fresco in this way, Orozco seemed to suggest that Juárez was both a symbol of hope and a rallying cry for Mexican independence.

#### SKILLBUILDER: Interpreting Visual Sources

1. **Contrasting** How is Orozco's portrayal of the imperialists different from his portrayal of the forces of independence?
2. **Drawing Conclusions** Based on this fresco, how do you think Orozco felt about Benito Juárez?



He then returned to the city of Oaxaca, where he opened a law office. Most of his clients were poor people who could not otherwise have afforded legal assistance. Juárez gained a reputation for honesty, integrity, hard work, and good judgment. He was elected to the city legislature and then rose steadily in power. Beginning in 1847, he served as governor of the state of Oaxaca.

**Juárez Works for Reform** Throughout the late 1840s and early 1850s, Juárez worked to start a liberal reform movement. He called this movement *La Reforma*. Its major goals were redistribution of land, separation of church and state, and increased educational opportunities for the poor. In 1853, however, Santa Anna sent Juárez and other leaders of *La Reforma* into exile.

Just two years later, a rebellion against Santa Anna brought down his government. Juárez and other exiled liberal leaders returned to Mexico to deal with their country's tremendous problems. As in other Latin American nations, rich landowners kept most other Mexicans in a cycle of debt and poverty. Liberal leader Ponciano Arriaga described how these circumstances led to great problems for both poor farmers and the government:

#### PRIMARY SOURCE B

There are Mexican landowners who occupy . . . an extent of land greater than the areas of some of our sovereign states, greater even than that of one of several European states. In this vast area, much of which lies idle, deserted, abandoned . . . live four or five million Mexicans who know no other industry than agriculture, yet are without land or the means to work it, and who cannot emigrate in the hope of bettering their fortunes. . . . How can a hungry, naked, miserable people practice popular government? How can we proclaim the equal rights of men and leave the majority of the nation in [this condition]?

**PONCIANO ARRIAGA**, speech to the Constitutional Convention, 1856–1857

#### MAIN IDEA

#### Analyzing Primary Sources

**B** What does Ponciano Arriaga think is Mexico's greatest problem?

Not surprisingly, Arriaga's ideas and those of the other liberals in government threatened most conservative upper-class Mexicans. Many conservatives responded



by launching a rebellion against the liberal government in 1858. They enjoyed some early successes in battle and seized control of Mexico City. The liberals kept up the fight from their headquarters in the city of Veracruz. Eventually the liberals gained the upper hand and, after three years of bitter civil war, they defeated the rebels. Juárez became president of the reunited country after his election in 1861.

**The French Invade Mexico** The end of the civil war did not bring an end to Mexico's troubles, though. Exiled conservatives plotted with some Europeans to reconquer Mexico. In 1862, French ruler Napoleon III responded by sending a large army to Mexico. Within 18 months, France had taken over the country. Napoleon appointed Austrian Archduke Maximilian to rule Mexico as emperor. Juárez and other Mexicans fought against French rule. After five years under siege, the French decided that the struggle was too costly. In 1867, Napoleon ordered the army to withdraw from Mexico. Maximilian was captured and executed.

Juárez was reelected president of Mexico in 1867. He returned to the reforms he had proposed more than ten years earlier. He began rebuilding the country, which had been shattered during years of war. He promoted trade with foreign countries, the opening of new roads, the building of railroads, and the establishment of a telegraph service. He set up a national education system separate from that run by the Catholic Church. In 1872, Juárez died of a heart attack. But after half a century of civil strife and chaos, he left his country a legacy of relative peace, progress, and reform.

## Porfirio Díaz and "Order and Progress"

Juárez's era of reform did not last long, however. In the mid-1870s, a new caudillo, **Porfirio Díaz**, came to power. Like Juárez, Díaz was an Indian from Oaxaca. He rose through the army and became a noted general in the civil war and the fight against the French. Díaz expected to be rewarded with a government position for the part he played in the French defeat. Juárez refused his request, however. After this, Díaz opposed Juárez. In 1876, Díaz took control of Mexico by ousting the president. He had the support of the military, whose power had been reduced during and after the Juárez years. Indians and small landholders also supported him, because they thought he would work for more radical land reform.

During the Díaz years, elections became meaningless. Díaz offered land, power, or political favors to anyone who supported him. He terrorized many who refused to support him, ordering them to be beaten or put in jail. Using such strong-arm methods, Díaz managed to remain in power until 1911. Over the years, Díaz used a political slogan adapted from a rallying cry of the Juárez era. Juárez had called for "Liberty, Order, and Progress." Díaz, however, wanted merely "Order and Progress."

Díaz's use of dictatorial powers ensured that there was order in Mexico. But the country saw progress under Díaz too. Railroads expanded, banks were built, the currency stabilized, and foreign investment grew. Mexico seemed to be a stable, prospering country. Appearances were deceiving,

### History Makers



**Porfirio Díaz**  
1830–1915

To control all the various groups in Mexican society, Porfirio Díaz adopted an approach called *pan o palo*—"bread or the club." The "bread" he provided took many forms. To potential political opponents, he offered positions in his government. To business leaders, he gave huge subsidies or the chance to operate as monopolies in Mexico. And he won the support of the Church and wealthy landowners simply by promising not to meddle in their affairs. Those who turned down the offer of bread and continued to oppose Díaz soon felt the blow of the club. Thousands were killed, beaten, or thrown into jail.

His use of the club, Díaz admitted, was harsh and cruel—but also necessary if Mexico was to have peace. That peace, Díaz argued, enabled the country to progress economically. "If there was cruelty," he said, "results have justified it."

## Recognizing Effects

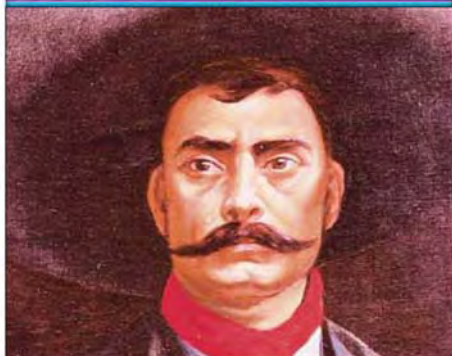
**C** What effects did Díaz's rule have on Mexico?

however. The wealthy acquired more and more land, which they did not put to good use. As a result, food costs rose steadily. Most Mexicans remained poor farmers and workers, and they continued to grow poorer. **C**

## Revolution and Civil War

In the early 1900s, Mexicans from many walks of life began to protest Díaz's harsh rule. Idealistic liberals hungered for liberty. Farm laborers hungered for land. Workers hungered for fairer wages and better working conditions. Even some of Díaz's handpicked political allies spoke out for reform. A variety of political parties opposed to Díaz began to form. Among the most powerful was a party led by Francisco Madero.

### History Makers



#### Emiliano Zapata 1879–1919

Shortly after Francisco Madero took office, he met with Emiliano Zapata, one of his leading supporters. Madero's reluctance to quickly enact real land reform angered Zapata. He left the meeting convinced that Madero was not the man to carry through the Mexican Revolution.

A few days later, Zapata issued the Plan of Ayala. This called for the removal of Madero and the appointment of a new president. The plan also demanded that the large landowners give up a third of their land for redistribution to the peasants. Zapata's rallying cry, "Land and Liberty," grew out of the Plan of Ayala.

When Venustiano Carranza ordered Zapata's assassination, he expected Zapata's revolutionary ideas on land reform to die with him. However, they lived on and were enacted by Alvaro Obregón, a follower of Zapata, who seized power from Carranza in 1920.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a short biographical dictionary of leaders of the Mexican Revolution. Go to [classzone.com](http://classzone.com) for your research.

**Madero Begins the Revolution** Born into one of Mexico's ten richest families, **Francisco Madero** was educated in the United States and France. He believed in democracy and wanted to strengthen its hold in Mexico. Madero announced his candidacy for president of Mexico early in 1910. Soon afterward, Díaz had him arrested. From exile in the United States, Madero called for an armed revolution against Díaz.

The Mexican Revolution began slowly. Leaders arose in different parts of Mexico and gathered their own armies. In the north, Francisco "**Pancho**" **Villa** became immensely popular. He had a bold Robin Hood policy of taking money from the rich and giving it to the poor. South of Mexico City, another strong, popular leader, **Emiliano Zapata**, raised a powerful revolutionary army. Like Villa, Zapata came from a poor family. He was determined to see that land was returned to peasants and small farmers. He wanted the laws reformed to protect their rights. "*Tierra y Libertad*" ("Land and Liberty") was his battle cry. Villa, Zapata, and other armed revolutionaries won important victories against Díaz's army. By the spring of 1911, Díaz agreed to step down. He called for new elections.

**Mexican Leaders Struggle for Power** Madero was elected president in November 1911. However, his policies were seen as too liberal by some and not revolutionary enough by others. Some of those who had supported Madero, including Villa and Zapata, took up arms against him. In 1913, realizing that he could not hold on to power, Madero resigned. The military leader General Victoriano Huerta then took over the presidency. Shortly after, Madero was assassinated, probably on Huerta's orders.

Huerta was unpopular with many people, including Villa and Zapata. These revolutionary leaders allied themselves with Venustiano Carranza, another politician who wanted to overthrow Huerta. Their three armies advanced, seizing the Mexican countryside from Huerta's forces and approaching the capital, Mexico City. They overthrew Huerta only 15 months after he took power.

Carranza took control of the government and then turned his army on his former revolutionary allies. Both Villa and Zapata continued to fight. In 1919, however, Carranza lured



Reforms of Mexican Constitution of 1917			
Land	Religion	Labor	Social Issues
<ul style="list-style-type: none"> <li>• Breakup of large estates</li> <li>• Restrictions on foreign ownership of land</li> <li>• Government control of resources (oil)</li> </ul>	<ul style="list-style-type: none"> <li>• State takeover of land owned by the Church</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum wage for workers</li> <li>• Right to strike</li> <li>• Institution of labor unions</li> </ul>	<ul style="list-style-type: none"> <li>• Equal pay for equal work</li> <li>• Limited legal rights for women (spending money and bringing lawsuits)</li> </ul>
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Making Inferences</b> Which reforms do you think landowners resented? <b>2. Recognizing Effects</b> Which reforms benefited workers?			

Zapata into a trap and murdered him. With Zapata's death, the civil war also came to an end. More than a million Mexicans had lost their lives.

**The New Mexican Constitution** Carranza began a revision of Mexico's constitution. It was adopted in 1917. A revolutionary document, that constitution is still in effect today. As shown in the chart above, it promoted education, land reforms, and workers' rights. Carranza did not support the final version of the constitution, however, and in 1920, he was overthrown by one of his generals, Alvaro Obregón.

Although Obregón seized power violently, he did not remain a dictator. Instead, he supported the reforms the constitution called for, particularly land reform. He also promoted public education. Mexican public schools taught a common language—Spanish—and stressed nationalism. In this way, his policies helped unite the various regions and peoples of the country. Nevertheless, Obregón was assassinated in 1928.

The next year, a new political party, the Institutional Revolutionary Party (PRI), arose. Although the PRI did not tolerate opposition, it initiated an ongoing period of peace and political stability in Mexico. While Mexico was struggling toward peace, however, the rest of the world was on the brink of war.

**MAIN IDEA**  
**Summarizing**  
**D** What were Obregón's accomplishments?

## SECTION

## 4

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Antonio López de Santa Anna • Benito Juárez • *La Reforma* • Porfirio Díaz • Francisco Madero • "Pancho" Villa • Emiliano Zapata

### USING YOUR NOTES

2. Which leader do you think benefited Mexico most? Why?

Leader	Major Accomplishment

### MAIN IDEAS

3. In what ways was Santa Anna a typical caudillo?
4. How did Porfirio Díaz change the direction of government in Mexico?
5. How were "Pancho" Villa and Emiliano Zapata different from other Mexican revolutionary leaders?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might Benito Juárez's rise to power be considered surprising?
7. **ANALYZING CAUSES** Why did Villa and Zapata turn against Madero?
8. **SUPPORTING OPINIONS** The revision of Mexico's constitution is considered revolutionary. Do you agree with this characterization? Why or why not?
9. **WRITING ACTIVITY** **REVOLUTION** Juárez's motto was "Liberty, Order, and Progress." Díaz's slogan was "Order and Progress." Write an **expository essay** explaining what this difference in goals meant for the people of Mexico.

### CONNECT TO TODAY DESIGNING A CAMPAIGN POSTER

Conduct research on the Institutional Revolutionary Party (PRI) today, particularly its political platform. Use your findings to design a **campaign poster** for the PRI in an upcoming election.

# Chapter 28 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the changes in global power between 1800 and 1914.

1. Opium War
2. Boxer Rebellion
3. Meiji era
4. Russo-Japanese War
5. Monroe Doctrine
6. Spanish-American War
7. Benito Juárez
8. Porfirio Díaz

## MAIN IDEAS

### China Resists Outside Influence Section 1 (pages 805–809)

9. Why was China traditionally not interested in trading with the West?
10. Although Guangxu's effort at reform failed, what changes did it finally set in motion?

### Modernization in Japan Section 2 (pages 810–815)

11. What events caused Japan to end its isolation and begin to westernize?
12. What were the results of Japan's growing imperialism at the end of the 19th century?

### U.S. Economic Imperialism Section 3 (pages 816–821)

13. How were Latin American caudillos able to achieve power and hold on to it?
14. What effects did the Monroe Doctrine and the Roosevelt Corollary have on Latin America?

## Turmoil and Change in Mexico Section 4 (pages 822–827)

15. What were the major causes of tension between the Mexicans and the American colonists who settled in Texas?
16. What roles did Francisco "Pancho" Villa and Emiliano Zapata play in the Mexican Revolution?

## CRITICAL THINKING

### 1. USING YOUR NOTES

On a time line, indicate the major events of Santa Anna's military and political career in Mexico. Why do you think he was able to remain in power for so long?

Fights for independence from Spain  
1820s

### 2. MAKING INFERENCES

Do you think that Emperor Guangxu would have been able to put his reforms into practice if the Dowager Empress Cixi had not intervened? Why or why not?

### 3. COMPARING

**CULTURAL INTERACTION** How do Japan's efforts at westernization in the late 1800s compare with Japan's cultural borrowing of earlier times?

### 4. EVALUATING COURSES OF ACTION

**REVOLUTION** Consider what you have learned in this and other chapters about Latin American colonial history and about how countries undergo change. What are the pros and cons of using both military strategies and peaceful political means to improve a country's economic, social, and political conditions?

## VISUAL SUMMARY

### Transformations Around the Globe

#### FOREIGN INFLUENCE

#### China

- Fails to prevent Britain from pursuing illegal opium trade
- Deals with internal unrest during almost two decades of Taiping Rebellion
- Attempts to build self-sufficiency during 1860s in self-strengthening movement
- Violently opposes foreigners in 1900 Boxer Rebellion
- Begins to establish constitutional government in 1908

#### Japan

- Signs 1854 Treaty of Kanagawa, opening Japanese ports to foreign trade
- Modernizes based on Western models during Meiji era (1867–1912)
- Fights 1894 Sino-Japanese War to control Korea
- Wages 1904 Russo-Japanese War to control Manchuria
- Annexes Korea in 1910

#### Latin America

- Depends on exports to fuel economy
- Receives much foreign investment
- Gains U.S. military support in 1898 Spanish-American War
- Becomes crossroads of world trade when U.S. completes Panama Canal in 1914

#### Mexico

- Fights to hold Texas territory from U.S. colonialism (1835–1845)
- Tries to establish a national identity in the early 1850s under Benito Juárez's *La Reforma*
- Overcomes French occupation in 1867
- Stages the Mexican Revolution in 1910



## STANDARDS-BASED ASSESSMENT

Use the excerpt—which deals with changes made during the Meiji era in Japan—and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

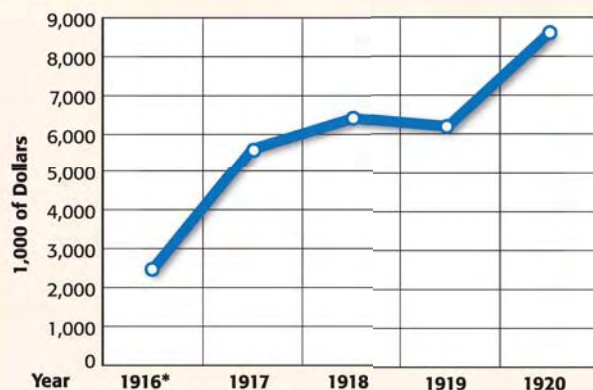
In the second and third years of Meiji, the demand for foreign goods remarkably increased. Those who formerly looked upon them with contempt changed their minds and even dressed in foreign clothes. Our males adopted the European style. They put on fine tall hats instead of wearing large [queues] on their heads, and took to carrying sticks after discarding their swords. They dressed in coats of the English fashion and trousers of the American. They would only eat from tables and nothing would satisfy them but French cookery.

*Tokyo Times, 1877*

- According to the excerpt, what happened in the second and third years of Meiji?
  - The Japanese ate only English food.
  - The Japanese wore only Japanese clothes.
  - The demand for foreign goods increased.
  - The demand for Japanese goods decreased.
- Which statement best sums up the way the writer feels about the Japanese adoption of foreign ways?
  - The writer expresses no opinion of the matter.
  - The writer chooses to reserve judgment until a later date.
  - The writer feels that it is a good thing for Japan.
  - The writer feels that it is a bad thing for Japan.

Use the graph and your knowledge of world history to answer question 3.

**Tolls Collected on the Panama Canal, 1916–1920**



\*Canal closed for about seven months because of rock slides.

Source: *Historical Statistics of the United States*

**Tolls Collected**

- In which year did tolls collected on the Panama Canal first exceed \$6 million?

- 1917
- 1918
- 1919
- 1920

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 804, you considered whether you would seek out or resist foreign influence. Now that you have learned how several countries dealt with foreign influence and what the results were, would you change your recommendation? Discuss your ideas in a small group.

### 2. WRITING ABOUT HISTORY

**EMPIRE BUILDING** Write a **dialogue** that might have taken place between a conservative member of the Dowager Empress Cixi's court and an official in Emperor Mutsuhito's Meiji government. In the dialogue, have the characters discuss

- the kinds of foreign intervention their countries faced
- the actions their leaders took to deal with this foreign intervention

### INTEGRATED TECHNOLOGY

#### Planning a Television News Special

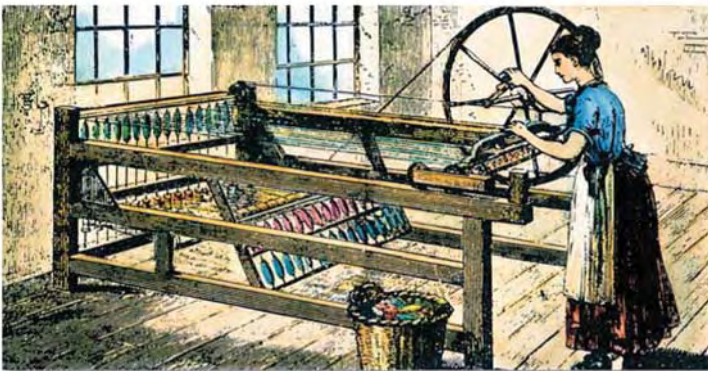
On May 5, 1862, badly outnumbered Mexican forces defeated the French at the Battle of Puebla. Mexicans still celebrate their country's triumph on the holiday Cinco de Mayo. Working in a group with two other students, plan a television news special on how Cinco de Mayo is celebrated by Mexicans today. Focus on celebrations in Mexico or in Mexican communities in cities in the United States. Consider including

- information on the Battle of Puebla
- an explanation of how and why Cinco de Mayo became a national holiday
- images of any special activities or traditions that have become part of the celebration
- interviews with participants discussing how they feel about Cinco de Mayo



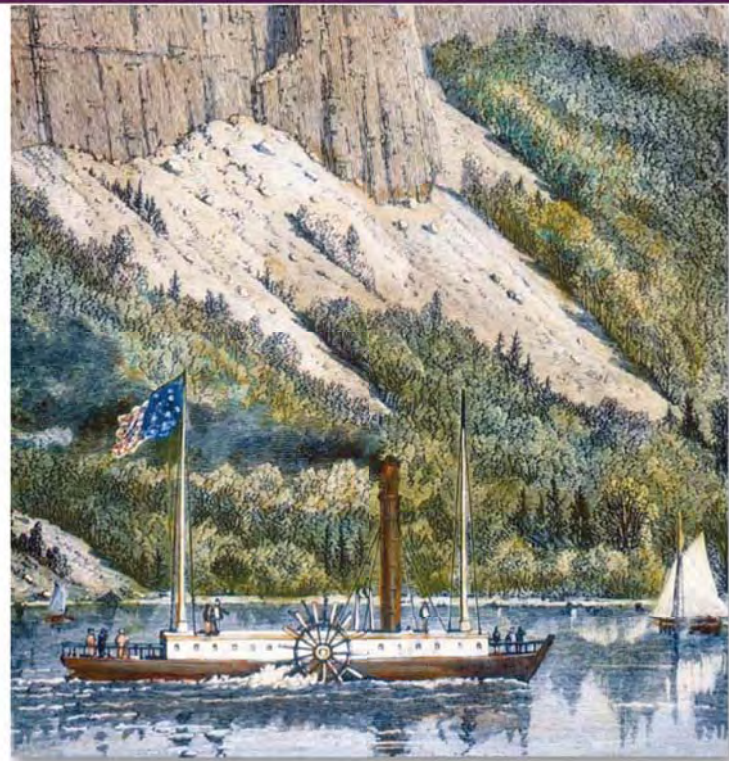
## A Period of Change

The period from 1700 to 1914 was a time of tremendous scientific and technological change. The great number of discoveries and inventions in Europe and the United States promoted economic, social, and cultural changes. Use the information on these six pages to study the impact of scientific and technological changes.



### ▲ Spinning Jenny

Using James Hargreaves's invention, a spinner could turn several spindles with one wheel and produce many threads. Machine-made thread was weak, so it was used only for the horizontal threads of fabric.



### ▲ Steamboat

Robert Fulton held the first commercially successful steamboat run. One advantage of a steamboat was that it could travel against a river's current. These boats soon began to travel rivers around the world.

### Theory of Atoms

John Dalton theorized that atoms are the basic parts of elements and that each type of atom has a specific weight. He was one of the founders of atomic chemistry.

1733

### Flying Shuttle

A shuttle is a holder that carries horizontal threads back and forth between the vertical threads in weaving. John Kay's mechanical flying shuttle enabled one weaver to do the work of two.

1764

### Power Loom

Edmund Cartwright created the first water-powered loom. Others later improved on the speed and efficiency of looms and the quality of the fabrics.

1785

1803 1807

### ▼ Steam Locomotive

In 1830, the first steam locomotive was put into operation in the United States. Besides passengers, locomotives could rapidly transport tons of raw materials from mines to factories, and manufactured goods from factories to consumers and ports.

1830







### Panama Canal

The Panama Canal shortened trips between the Atlantic and Pacific oceans by thousands of miles since ships no longer had to go around South America.

### ◀ Radioactivity

Marie Curie won the Nobel prize in chemistry for her (and her late husband's) discovery of the elements polonium and radium. Their work paved the way for later discoveries in nuclear physics and chemistry.

### Antiseptics

Joseph Lister pioneered the use of carbolic acid to kill bacteria in operating rooms and later directly in wounds. The rate of death by infection after surgery dropped from about 50 to 15 percent.

**Radio**  
Guglielmo Marconi's radio sent Morse code messages by electromagnetic waves that traveled through the air. It enabled rapid communication between distant places.

1865

1876

1879

1895

1903

1908

1911

1914

### ▼ Telephone

Alexander Graham Bell produced the first instrument that successfully carried the sounds of speech over electric wires. The telephone's design underwent a number of changes in its early years.



### Light Bulb

The light bulb that Thomas A. Edison and his staff made was first used in businesses and public buildings that installed small lighting plants. Cities slowly built the electrical systems needed to power lights.

### Airplane

The Wright brothers built the first machine-powered aircraft, which burned gasoline. The edge of the wing was adjusted during flight to steer.

### Model T Ford

By using a moving assembly line, Henry Ford produced an automobile that working people could afford to buy.

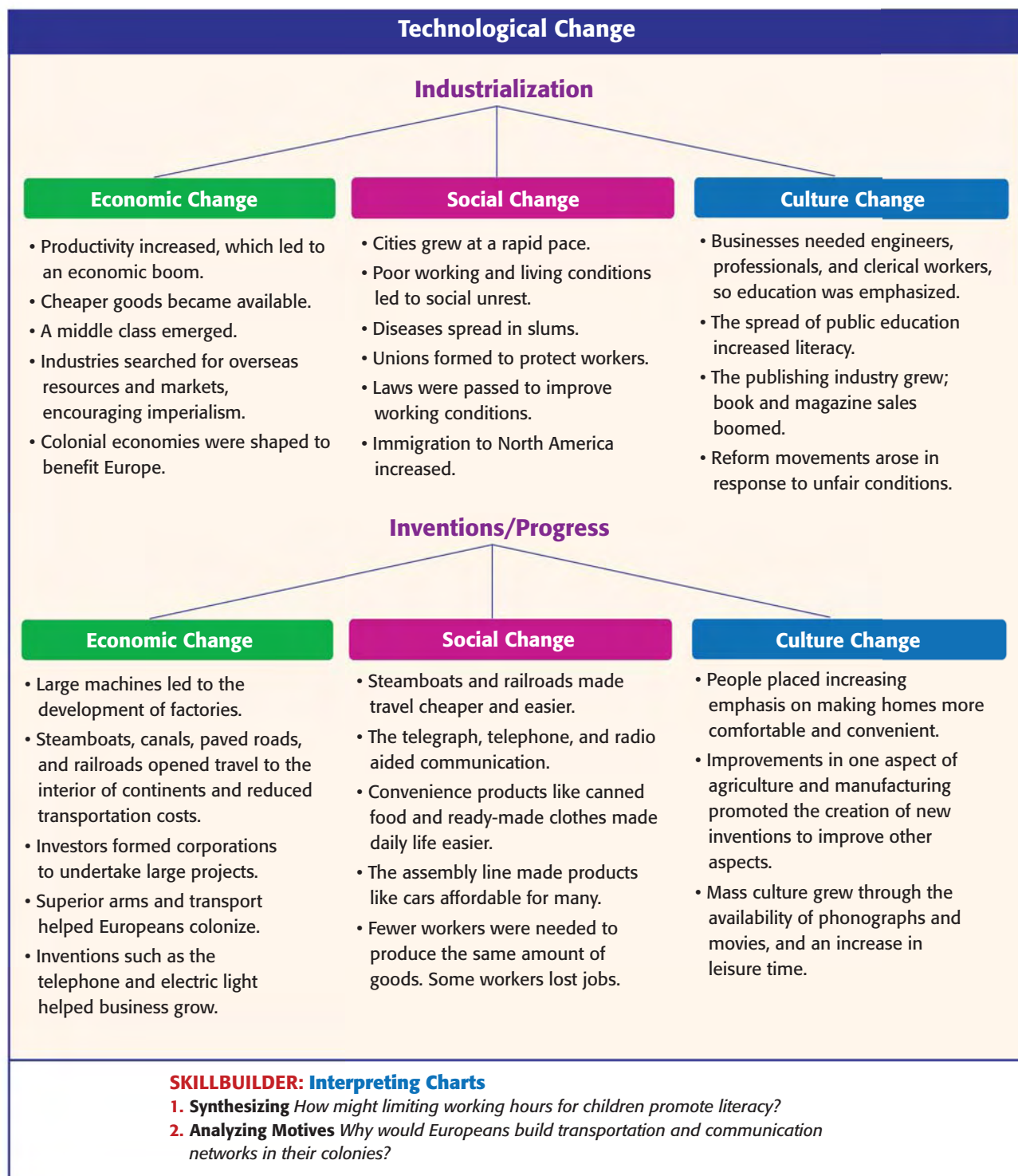
## Comparing & Contrasting

1. How were the steamboat and the locomotive similar in their impact?
2. How did the scientific theory of John Dalton differ from Joseph Lister's discovery in terms of its impact on daily life?



# Impact of Technological Change

Use the charts below, and the documents and photograph on the next page, to learn about some of the great changes technology produced.





## PRIMARY SOURCE

### Child Workers in Textile Factory

Many jobs did not require skilled workers, so children were hired to do them because they could be paid lower wages than adults. Some industries also hired children because their small fingers could fit between the machinery or handle fine parts more easily than adult fingers could.



#### DOCUMENT-BASED QUESTION

*Judging by the children's appearance, how generous were the wages they received? Explain your answer.*

## PRIMARY SOURCE

### Impact of the Telephone

In this excerpt from "Thirty Years of the Telephone," published in September 1906, John Vaughn discussed how Bell's invention affected life in the United States.

Various industries, unknown thirty years ago, but now sources of employment to many thousands of workers, depend entirely on the telephone for support. . . . The Bell Companies employ over 87,000 persons, and it may be added, pay them well. . . . These figures may be supplemented by the number of telephones in use (5,698,000), by the number of miles of wire (6,043,000) in the Bell lines, and by the number of conversations (4,479,500,000) electrically conveyed in 1905. The network of wire connects more than 33,000 cities, towns, villages, and hamlets.

#### DOCUMENT-BASED QUESTION

*What were some of the effects of the invention of the telephone?*

## SECONDARY SOURCE

### INTERACTIVE

### How Technology Aided Imperialism

In this excerpt from the book *Guns, Germs, and Steel*, Jared Diamond related an incident to show how technology helped Europeans conquer other lands.

In 1808 a British sailor named Charlie Savage equipped with muskets and excellent aim arrived in the Fiji Islands. [He] proceeded single-handedly to upset Fiji's balance of power. Among his many exploits, he paddled his canoe up a river to the Fijian village of Kasavu, halted less than a pistol shot's length from the village fence, and fired away at the undefended inhabitants. His victims were so numerous that . . . the stream beside the village was red with blood. Such examples of the power of guns against native peoples lacking guns could be multiplied indefinitely.

#### DOCUMENT-BASED QUESTION

*How did guns give Europeans an advantage over native peoples?*

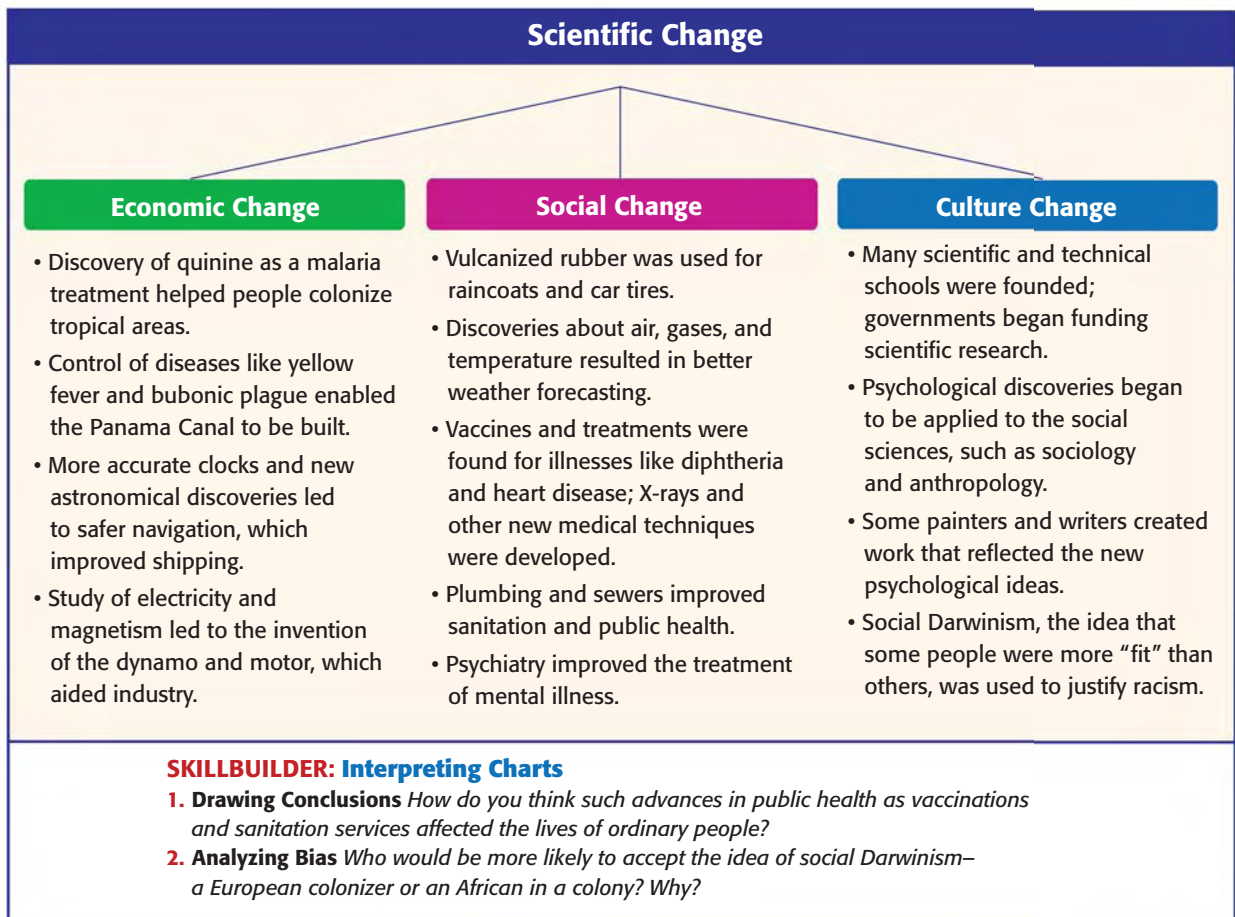
## Comparing & Contrasting

1. Reread the passage by John Vaughn and then compare it with the information on the chart. What could you add to the chart based on this passage?
2. Does the photograph of factory workers confirm or contradict the information on the chart? Explain.



# Impact of Scientific Change

Many scientific discoveries resulted in practical applications that affected daily life. Other discoveries increased our understanding of the way the universe works. Use the information on these two pages to explore the impact of scientific change.



## PRIMARY SOURCE

### Chloroform Machine

The person with the mask is receiving the anesthetic chloroform. By removing pain, anesthetics enabled doctors to perform procedures—such as surgery—that would have been difficult for the patient to endure.

### DOCUMENT-BASED QUESTION

*How did practical inventions, like the chloroform machine, contribute to medicine and other sciences?*



## PRIMARY SOURCE

### Smallpox Vaccination

This newspaper engraving shows a Board of Health doctor administering the smallpox vaccine to poor people at a police station in New York City.

#### DOCUMENT-BASED QUESTION

*Why would public health officials especially want to carry out vaccination programs in poor neighborhoods?*



## SECONDARY SOURCE

### INTERACTIVE

### Impact of Scientific Research

This passage from *The Birth of the Modern* by Paul Johnson discusses the far-reaching results of Michael Faraday's experiments with electromagnetism in the 1820s.

[By 1831, Faraday] had not only the first electric motor, but, in essence, the first dynamo: He could generate power. . . . What was remarkable about his work between 1820 and 1831 was that by showing exactly how mechanical could be transformed into electrical power, he made the jump between theoretical research and its practical application a comparatively narrow one. The electrical industry was the direct result of his work, and its first product, the electric telegraph, was soon in use. The idea of cause and effect was of great importance, for both industry and governments now began to appreciate the value of fundamental research and to finance it.

#### DOCUMENT-BASED QUESTION

*How did Faraday's work affect society in the long term?*

## Comparing & Contrasting

1. In your opinion, was there more economic progress or social progress during the period 1700 to 1914? Use information from the charts on pages 832 and 834 to support your answer.
2. Consider the impact of medical advances and the idea of Social Darwinism on imperialism. How were their impacts alike?

#### EXTENSION ACTIVITY

Research a more recent scientific or technological change, such as the development of computer chips, plastics, the Internet, or space travel. Make a chart like the one shown on page 834 listing the economic, social, and cultural changes that have resulted.






# The World at War 1900–1945







World War I was characterized by long, bloody battles. This painting by François Flameng shows one such engagement. French soldiers attempt to cross the River Yser in Belgium on pontoon bridges.

### Comparing & Contrasting

#### The Changing Nature of Warfare

In Unit 7, you will learn about the changing nature of warfare in the 20th century. At the end of the unit, you will have a chance to compare and contrast different aspects of the wars you studied. (See pages 954–959.)



# CHAPTER 29

## The Great War, 1914–1918

### Previewing Main Ideas

**SCIENCE AND TECHNOLOGY** Advances in weaponry, from improvements to the machine gun and airplane, to the invention of the tank, led to mass devastation during World War I.

**Geography** Which Allied nation could the Central Powers invade only by airplane?

**ECONOMICS** The war affected many European economies. Desperate for resources, the warring governments converted many industries to munitions factories. They also took greater control of the production of goods.

**Geography** According to the map, why might Russia have struggled to obtain resources from its allies?

**POWER AND AUTHORITY** The quest among European nations for greater power played a role in causing World War I. By the turn of the 20th century, relations among these countries had grown increasingly tense.

**Geography** Which alliance may have had the greater challenge, given the geography of the conflict? Why?

#### INTEGRATED TECHNOLOGY

##### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



##### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

WORLD

1914

World War I begins as Austria declares war on Serbia.

1914

1914

U.S.-built Panama Canal opens for operation.



1915

◀ A World War I soldier readies for battle on the Western Front.

1915



May 1915

◀ German forces sink the British ship *Lusitania*.





## Europe, 1914

- Central Powers
- Allied Powers
- Nations neutral or not yet aligned



**1916**

French and Germans engage in battle at Verdun.

**1917**

U.S. war poster encourages enlistment as America enters war. ▶



**1918**

Armistice signed as Allies defeat Central Powers.

**1916**

**1916**

U.S. President Woodrow Wilson wins reelection. ▶



**1917**

**1917**

Communists seize power in Russian Revolution.

**1918**

**1918**

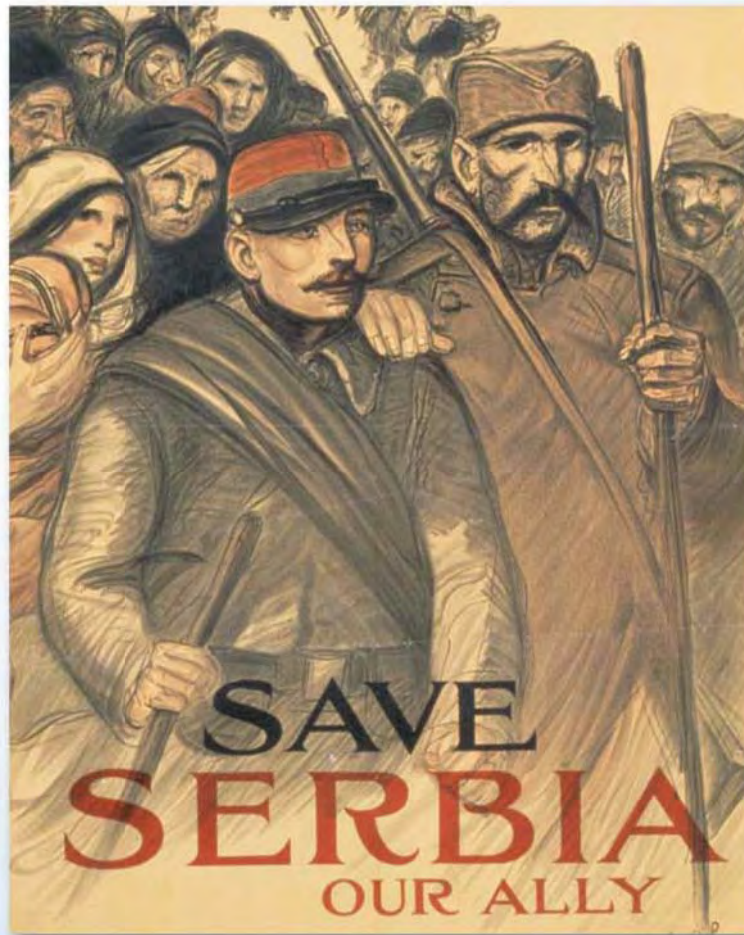
◀ U.S. worker guards against deadly flu that kills millions worldwide.





## *Should you always support an ally?*

World War I has begun. You are the leader of a European country and must decide what to do. Your nation is one of several that have agreed to support each other in the event of war. Some of your allies already have joined the fight. You oppose the thought of war and fear that joining will lead to even more lives lost. Yet, you believe in being loyal to your allies. You also worry that your rivals want to conquer all of Europe—and if you don't join the war now, your country may end up having to defend itself.



▲ A World War I poster urges nations to come to the aid of Serbia.

### EXAMINING *the* ISSUES

- **Should you always support a friend, no matter what he or she does?**
- **What might be the long-term consequences of refusing to help an ally?**

As a class, discuss these questions. In your discussion, consider the various reasons countries go to war. As you read about World War I in this chapter, see what factors influenced the decisions of each nation.





# Marching Toward War

## MAIN IDEA

**POWER AND AUTHORITY** In Europe, military buildup, nationalistic feelings, and rival alliances set the stage for a continental war.

## WHY IT MATTERS NOW

Ethnic conflict in the Balkan region, which helped start the war, continued to erupt in that area in the 1990s.

## TERMS & NAMES

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

**SETTING THE STAGE** At the turn of the 20th century, the nations of Europe had been largely at peace with one another for nearly 30 years. This was no accident. Efforts to outlaw war and achieve a permanent peace had been gaining momentum in Europe since the middle of the 19th century. By 1900, hundreds of peace organizations were active. In addition, peace congresses convened regularly between 1843 and 1907. Some Europeans believed that progress had made war a thing of the past. Yet in a little more than a decade, a massive war would engulf Europe and spread across the globe.

## Rising Tensions in Europe

While peace and harmony characterized much of Europe at the beginning of the 1900s, there were less visible—and darker—forces at work as well. Below the surface of peace and goodwill, Europe witnessed several gradual developments that would ultimately help propel the continent into war.

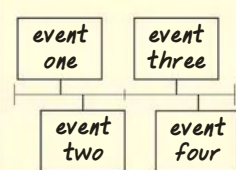
**The Rise of Nationalism** One such development was the growth of nationalism, or a deep devotion to one's nation. Nationalism can serve as a unifying force within a country. However, it also can cause intense competition among nations, with each seeking to overpower the other. By the turn of the 20th century, a fierce rivalry indeed had developed among Europe's Great Powers. Those nations were Germany, Austria-Hungary, Great Britain, Russia, Italy, and France.

This increasing rivalry among European nations stemmed from several sources. Competition for materials and markets was one. Territorial disputes were another. France, for example, had never gotten over the loss of Alsace-Lorraine to Germany in the Franco-Prussian War (1870). Austria-Hungary and Russia both tried to dominate in the Balkans, a region in southeast Europe. Within the Balkans, the intense nationalism of Serbs, Bulgarians, Romanians, and other ethnic groups led to demands for independence.

**Imperialism and Militarism** Another force that helped set the stage for war in Europe was imperialism. As Chapter 27 explained, the nations of Europe competed fiercely for colonies in Africa and Asia. The quest for colonies sometimes pushed European nations to the brink of war. As European countries continued to compete for overseas empires, their sense of rivalry and mistrust of one another deepened.

## TAKING NOTES

**Summarizing** Create a time line of major events that led to the start of World War I.



Yet another troubling development throughout the early years of the 20th century was the rise of a dangerous European arms race. The nations of Europe believed that to be truly great, they needed to have a powerful military. By 1914, all the Great Powers except Britain had large standing armies. In addition, military experts stressed the importance of being able to quickly mobilize, or organize and move troops in case of a war. Generals in each country developed highly detailed plans for such a mobilization.

The policy of glorifying military power and keeping an army prepared for war was known as **militarism**. Having a large and strong standing army made citizens feel patriotic. However, it also frightened some people. As early as 1895, Frédéric Passy, a prominent peace activist, expressed a concern that many shared:

#### PRIMARY SOURCE

The entire able-bodied population are preparing to massacre one another; though no one, it is true, wants to attack, and everybody protests his love of peace and determination to maintain it, yet the whole world feels that it only requires some unforeseen incident, some unpreventable accident, for the spark to fall in a flash . . . and blow all Europe sky-high.

FRÉDÉRIC PASSY, quoted in *Nobel: The Man and His Prizes*

## History Makers



**Kaiser Wilhelm II**  
1859–1941

Wilhelm II was related to the leaders of two nations he eventually would engage in war. Wilhelm, George V of Great Britain, and Nicholas II of Russia were all cousins.

The kaiser thought a great deal of himself and his place in history. Once, when a doctor told him he had a small cold, Wilhelm reportedly responded, “No, it is a big cold. Everything about me must be big.”

He also could be sly and deceitful. After forcing the popular Bismarck to resign, Wilhelm pretended to be upset. Most people, however, including Bismarck, were not fooled.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Wilhelm II, go to **classzone.com**

## Tangled Alliances

Growing rivalries and mutual mistrust had led to the creation of several military alliances among the Great Powers as early as the 1870s. This alliance system had been designed to keep peace in Europe. But it would instead help push the continent into war.

**Bismarck Forges Early Pacts** Between 1864 and 1871, Prussia’s blood-and-iron chancellor, Otto von Bismarck, freely used war to unify Germany. After 1871, however, Bismarck declared Germany to be a “satisfied power.” He then turned his energies to maintaining peace in Europe.

Bismarck saw France as the greatest threat to peace. He believed that France still wanted revenge for its defeat in the Franco-Prussian War. Bismarck’s first goal, therefore, was to isolate France. “As long as it is without allies,” Bismarck stressed, “France poses no danger to us.” In 1879, Bismarck formed the Dual Alliance between Germany and Austria-Hungary. Three years later, Italy joined the two countries, forming the **Triple Alliance**. In 1881, Bismarck took yet another possible ally away from France by making a treaty with Russia.

**Shifting Alliances Threaten Peace** In 1890, Germany’s foreign policy changed dramatically. That year, **Kaiser Wilhelm II**—who two years earlier had become ruler of Germany—forced Bismarck to resign. A proud and stubborn man, Wilhelm II did not wish to share power with anyone. Besides wanting to assert his own power, the new kaiser was eager to show the world just how mighty Germany had become. The army was his greatest pride. “I and the army were born for one another,” Wilhelm declared shortly after taking power.



Wilhelm let his nation's treaty with Russia lapse in 1890. Russia responded by forming a defensive military alliance with France in 1892 and 1894. Such an alliance had been Bismarck's fear. War with either Russia or France would make Germany the enemy of both. Germany would then be forced to fight a two-front war, or a war on both its eastern and western borders.

Next, Wilhelm began a tremendous shipbuilding program in an effort to make the German navy equal to that of the mighty British fleet. Alarmed, Great Britain formed an entente, or alliance, with France. In 1907, Britain made another entente, this time with both France and Russia. The **Triple Entente**, as it was called, did not bind Britain to fight with France and Russia. However, it did almost certainly ensure that Britain would not fight against them.

By 1907, two rival camps existed in Europe. On one side was the Triple Alliance—Germany, Austria-Hungary, and Italy. On the other side was the Triple Entente—Great Britain, France, and Russia. A dispute between two rival powers could draw all the nations of Europe into war.

## Crisis in the Balkans

Nowhere was that dispute more likely to occur than on the Balkan Peninsula. This mountainous peninsula in the southeastern corner of Europe was home to an assortment of ethnic groups. With a long history of nationalist uprisings and ethnic clashes, the Balkans was known as the “powder keg” of Europe.

**A Restless Region** By the early 1900s, the Ottoman Empire, which included the Balkan region, was in rapid decline. While some Balkan groups struggled to free themselves from the Ottoman Turks, others already had succeeded in breaking away from their Turkish rulers. These peoples had formed new nations, including Bulgaria, Greece, Montenegro, Romania, and Serbia.

Nationalism was a powerful force in these countries. Each group longed to extend its borders. Serbia, for example, had a large Slavic population. It hoped to absorb all the Slavs on the Balkan Peninsula. Russia, itself a mostly Slavic nation, supported Serbian nationalism. However, Serbia's powerful northern neighbor, Austria-Hungary, opposed such an effort. Austria feared that efforts to create a Slavic state would stir rebellion among its Slavic population.

In 1908, Austria annexed, or took over, Bosnia and Herzegovina. These were two Balkan areas with large Slavic populations. Serbian leaders, who had sought to rule these provinces, were outraged. In the years that followed, tensions between Serbia and Austria steadily rose. The Serbs continually vowed to take Bosnia and Herzegovina away from Austria. In response, Austria-Hungary vowed to crush any Serbian effort to undermine its authority in the Balkans. **A**

### MAIN IDEA

#### Analyzing Issues

**A** What were the reasons for the hostility between Austria-Hungary and Serbia?



## History *in* Depth

### The Armenian Massacre



One group in southeastern Europe that suffered greatly for its independence efforts was the Armenians. By

the 1880s, the roughly 2.5 million Armenians in the Ottoman Empire had begun to demand their freedom. As a result, relations between the group and its Turkish rulers grew strained.

Throughout the 1890s, Turkish troops killed tens of thousands of Armenians. When World War I erupted in 1914, the Armenians pledged their support to the Turks' enemies. In response, the Turkish government deported nearly 2 million Armenians. Along the way, more than 600,000 died of starvation or were killed by Turkish soldiers.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a chart or graphic about any aspect of modern Armenian culture. Go to [classzone.com](http://classzone.com) for your research.

**A Shot Rings Throughout Europe** Into this poisoned atmosphere of mutual dislike and mistrust stepped the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, and his wife, Sophie. On June 28, 1914, the couple paid a state visit to Sarajevo, the capital of Bosnia. It would be their last. The royal pair was shot at point-blank range as they rode through the streets of Sarajevo in an open car. The killer was Gavrilo Princip, a 19-year-old Serbian and member of the Black Hand. The Black Hand was a secret society committed to ridding Bosnia of Austrian rule.

Because the assassin was a Serbian, Austria decided to use the murders as an excuse to punish Serbia. On July 23, Austria presented Serbia with an ultimatum containing numerous demands. Serbia knew that refusing the ultimatum would lead to war against the more powerful Austria. Therefore, Serbian leaders agreed to most of Austria's demands. They offered to have several others settled by an international conference.

Austria, however, was in no mood to negotiate. The nation's leaders, it seemed, had already settled on war. On July 28, Austria rejected Serbia's offer and declared war. That same day, Russia, an ally of Serbia with its largely Slavic population, took action. Russian leaders ordered the mobilization of troops toward the Austrian border.

Leaders all over Europe suddenly took notice. The fragile European stability seemed ready to collapse into armed conflict. The British foreign minister, the Italian government, and even Kaiser Wilhelm himself urged Austria and Russia to negotiate. But it was too late. The machinery of war had been set in motion.

### Vocabulary

An *ultimatum* is a list of demands that, if not met, will lead to serious consequences.

## SECTION

## 1

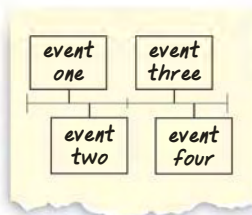
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

### USING YOUR NOTES

2. Which event do you consider most significant? Why?



### MAIN IDEAS

3. What were the three forces at work in Europe that helped set the stage for war?
4. Who were the members of the Triple Alliance? the Triple Entente?
5. What single event set in motion the start of World War I?

### CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Which of the forces at work in Europe played the greatest role in helping to prompt the outbreak of war?
7. **ANALYZING ISSUES** Was the description of the Balkans as the "powder keg" of Europe justified? Explain.
8. **FORMING AND SUPPORTING OPINIONS** Do you think World War I was avoidable? Use information from the text to support your answer.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a brief letter to the editor of a European newspaper expressing what your views might have been about the coming war.

### CONNECT TO TODAY CREATING A TIME LINE

Working with a partner, use the library and other resources to create a **time line** of key events in the Balkans from 1914 until today. Limit your time line to the six to eight events you consider most significant.





# Europe Plunges into War

## MAIN IDEA

### SCIENCE AND TECHNOLOGY

One European nation after another was drawn into a large and industrialized war that resulted in many casualties.

## WHY IT MATTERS NOW

Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in World War I.

## TERMS & NAMES

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

**SETTING THE STAGE** By 1914, Europe was divided into two rival camps. One alliance, the Triple Entente, included Great Britain, France, and Russia. The other, known as the Triple Alliance, included Germany, Austria-Hungary, and Italy. Austria-Hungary's declaration of war against Serbia set off a chain reaction within the alliance system. The countries of Europe followed through on their pledges to support one another. As a result, nearly all of Europe soon joined what would be the largest, most destructive war the world had yet seen.

## The Great War Begins

In response to Austria's declaration of war, Russia, Serbia's ally, began moving its army toward the Russian-Austrian border. Expecting Germany to join Austria, Russia also mobilized along the German border. To Germany, Russia's mobilization amounted to a declaration of war. On August 1, the German government declared war on Russia.

Russia looked to its ally France for help. Germany, however, did not even wait for France to react. Two days after declaring war on Russia, Germany also declared war on France. Soon afterward, Great Britain declared war on Germany. Much of Europe was now locked in battle.

**Nations Take Sides** By mid-August 1914, the battle lines were clearly drawn. On one side were Germany and Austria-Hungary. They were known as the **Central Powers** because of their location in the heart of Europe. Bulgaria and the Ottoman Empire would later join the Central Powers in the hopes of regaining lost territories.

On the other side were Great Britain, France, and Russia. Together, they were known as the Allied Powers or the **Allies**. Japan joined the Allies within weeks. Italy joined later. Italy had been a member of the Triple Alliance with Germany and Austria-Hungary. However, the Italians joined the other side after accusing their former partners of unjustly starting the war.

In the late summer of 1914, millions of soldiers marched happily off to battle, convinced that the war would be short. Only a few people foresaw the horror ahead. One of them was Britain's foreign minister, Sir Edward Grey. Staring out over London at nightfall, Grey said sadly to a friend, "The lamps are going out all over Europe. We shall not see them lit again in our lifetime."

## TAKING NOTES

**Outlining** Use an outline to organize main ideas and details.

- I. The Great War Begins
  - A.
  - B.
- II. A Bloody Stalemate

## World War I in Europe, 1914–1918

INTERACTIVE



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** In which country was almost all of the war in the West fought?
- 2. Location** What geographic disadvantage did Germany and Austria-Hungary face in fighting the war? How might this have affected their war strategy?

## A Bloody Stalemate

It did not take long for Sir Edward Grey's prediction to ring true. As the summer of 1914 turned to fall, the war turned into a long and bloody stalemate, or deadlock, along the battlefields of France. This deadlocked region in northern France became known as the **Western Front**.

**The Conflict Grinds Along** Facing a war on two fronts, Germany had developed a battle strategy known as the **Schlieffen Plan**, named after its designer, General Alfred Graf von Schlieffen (SHLEE•fuhn). The plan called for attacking and defeating France in the west and then rushing east to fight Russia. The Germans felt they could carry out such a plan because Russia lagged behind the rest of Europe in its railroad system and thus would take longer to supply its front lines. Nonetheless, speed was vital to the Schlieffen Plan. German leaders knew they needed to win a quick victory over France.

Early on, it appeared that Germany would do just that. By early September, German forces had swept into France and reached the outskirts of Paris. A major German victory appeared just days away. On September 5, however, the Allies regrouped and attacked the Germans northeast of Paris, in the valley of the Marne River. Every available soldier was hurled into the struggle. When reinforcements were needed, more than 600 taxicabs rushed soldiers from Paris to the front. After four days of fighting, the German generals gave the order to retreat.

Although it was only the first major clash on the Western Front, the First Battle of the Marne was perhaps the single most important event of the war. The defeat



**MAIN IDEA****Recognizing Effects**

**A** Why was the Battle of the Marne so significant?

of the Germans left the Schlieffen Plan in ruins. A quick victory in the west no longer seemed possible. In the east, Russian forces had already invaded Germany. Germany was going to have to fight a long war on two fronts. Realizing this, the German high command sent thousands of troops from France to aid its forces in the east. Meanwhile, the war on the Western Front settled into a stalemate. **A**

**War in the Trenches** By early 1915, opposing armies on the Western Front had dug miles of parallel trenches to protect themselves from enemy fire. This set the stage for what became known as **trench warfare**. In this type of warfare, soldiers fought each other from trenches. And armies traded huge losses of human life for pitifully small land gains.

Life in the trenches was pure misery. “The men slept in mud, washed in mud, ate mud, and dreamed mud,” wrote one soldier. The trenches swarmed with rats. Fresh food was nonexistent. Sleep was nearly impossible.

The space between the opposing trenches won the grim name “no man’s land.” When the officers ordered an attack, their men went over the top of their trenches into this bombed-out landscape. There, they usually met murderous rounds of machine-gun fire. Staying put, however, did not ensure one’s safety. Artillery fire brought death right into the trenches. “Shells of all calibers kept raining on our sector,” wrote one French soldier. “The trenches disappeared, filled with earth . . . the air was unbreathable. Our blinded, wounded, crawling, and shouting soldiers kept falling on top of us and died splashing us with blood. It was living hell.”

The Western Front had become a “terrain of death.” It stretched nearly 500 miles from the North Sea to the Swiss border. A British officer described it in a letter:

**PRIMARY SOURCE**

Imagine a broad belt, ten miles or so in width, stretching from the Channel to the German frontier near Basle, which is positively littered with the bodies of men and scarified with their rude graves; in which farms, villages and cottages are shapeless heaps of blackened masonry; in which fields, roads and trees are pitted and torn and twisted by shells and disfigured by dead horses, cattle, sheep and goats, scattered in every attitude of repulsive distortion and dismemberment.

**VALENTINE FLEMING**, quoted in *The First World War*

▼ Allied troops crawl through a trench along the Western Front.



## The New Weapons of War



### Poison Gas

Soldiers wore masks like those shown at left to protect themselves from poison gas. Gas was introduced by the Germans but used by both sides. Some gases caused blindness or severe blisters, others death by choking.

### Machine Gun

The machine gun, which fires ammunition automatically, was much improved by the time of World War I. The gun, shown to the left, could wipe out waves of attackers and thus made it difficult for forces to advance.

### Tank

The tank, shown to the left, was an armored combat vehicle that moved on chain tracks—and thus could cross many types of terrain. It was introduced by the British in 1916 at the Battle of the Somme.

### Submarine

In 1914, the Germans introduced the submarine as an effective warship. The submarine's primary weapon against ships was the torpedo, an underwater missile.

Military strategists were at a loss. New tools of war—machine guns, poison gas, armored tanks, larger artillery—had not delivered the fast-moving war they had expected. All this new technology did was kill greater numbers of people more effectively.

The slaughter reached a peak in 1916. In February, the Germans launched a massive attack against the French near Verdun. Each side lost more than 300,000 men. In July, the British army tried to relieve the pressure on the French. British forces attacked the Germans northwest of Verdun, in the valley of the Somme River. In the first day of battle alone, more than 20,000 British soldiers were killed. By the time the Battle of the Somme ended in November, each side had suffered more than half a million casualties.

What did the warring sides gain? Near Verdun, the Germans advanced about four miles. In the Somme valley, the British gained about five miles.

### Vocabulary

In war, a *casualty* is anyone killed, injured, captured, or considered missing in action.

## The Battle on the Eastern Front

Even as the war on the Western Front claimed thousands of lives, both sides were sending millions more men to fight on the **Eastern Front**. This area was a stretch of battlefield along the German and Russian border. Here, Russians and Serbs battled Germans and Austro-Hungarians. The war in the east was a more mobile war than that in the west. Here too, however, slaughter and stalemate were common.

**Early Fighting** At the beginning of the war, Russian forces had launched an attack into both Austria and Germany. At the end of August, Germany counterattacked near the town of Tannenberg. During the four-day battle, the Germans crushed the



invading Russian army and drove it into full retreat. More than 30,000 Russian soldiers were killed.

Russia fared somewhat better against the Austrians. Russian forces defeated the Austrians twice in September 1914, driving deep into their country. Not until December of that year did the Austrian army manage to turn the tide. Austria defeated the Russians and eventually pushed them out of Austria-Hungary.

**Russia Struggles** By 1916, Russia's war effort was near collapse. Unlike the nations of western Europe, Russia had yet to become industrialized. As a result, the Russian army was continually short on food, guns, ammunition, clothes, boots, and blankets. Moreover, the Allied supply shipments to Russia were sharply limited by German control of the Baltic Sea, combined with Germany's relentless submarine campaign in the North Sea and beyond. In the south, the Ottomans still controlled the straits leading from the Mediterranean to the Black Sea.

The Russian army had only one asset—its numbers. Throughout the war the Russian army suffered a staggering number of battlefield losses. Yet the army continually rebuilt its ranks from the country's enormous population. For more than three years, the battered Russian army managed to tie up hundreds of thousands of German troops in the east. As a result, Germany could not hurl its full fighting force at the west. **B**

Germany and her allies, however, were concerned with more than just the Eastern or Western Front. As the war raged on, fighting spread beyond Europe to Africa, as well as to Southwest and Southeast Asia. In the years after it began, the massive European conflict indeed became a world war.

#### MAIN IDEA

#### Synthesizing

**B** Why was Russia's involvement in the war so important to the other Allies?

## Social History



### The Frozen Front

For soldiers on the Eastern Front, like those shown above, the overall misery of warfare was compounded by deadly winters. "Every day hundreds froze to death," noted one Austro-Hungarian officer during a particularly brutal spell.

Russian troops suffered too, mainly due to their lack of food and clothing. "I am at my post all the time—frozen [and] soaked . . .," lamented one soldier. "We walk barefoot or in rope-soled shoes. It's incredible that soldiers of the Russian army are in rope-soled shoes!"

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

### USING YOUR NOTES

2. What were some of the conditions that soldiers on the front lines had to face?

*I. The Great War Begins*  
A.  
B.  
*II. A Bloody Stalemate*

### MAIN IDEAS

3. Which countries comprised the Central Powers? Which countries comprised the Allies?
4. What were the characteristics of trench warfare?
5. What factors contributed to Russia's war difficulties?

### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was war on the Western and Eastern Fronts different? How was it the same?
7. **ANALYZING CAUSES** Why did the Schlieffen Plan ultimately collapse? Cite specific details from the text.
8. **MAKING INFERENCES** Why might it be fair to say that neither side won the battles of the Somme or Verdun?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** In an **explanatory essay**, describe the effects of the new technology on warfare. Use examples from your reading.

### CONNECT TO TODAY PRESENTING AN ORAL REPORT

Find an image of a World War I monument from any one of the combatant countries. In an **oral report**, present the image to the class and provide details about its origin and purpose.



## Military Aviation

World War I introduced airplane warfare—and by doing so, ushered in an era of tremendous progress in the field of military aviation. Although the plane itself was relatively new and untested by 1914, the warring nations quickly recognized its potential as a powerful weapon. Throughout the conflict, countries on both sides built faster and stronger aircraft, and designed them to drop bombs and shoot at one another in the sky. Between the beginning and end of the war, the total number of planes in use by the major combatants soared from around 850 to nearly 10,000. After the war, countries continued to maintain a strong and advanced airforce, as they realized that supremacy of the air was a key to military victory.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on military aviation go to [classzone.com](http://classzone.com)



▲ A World War I pilot shows off an early air-to-ground communication device.



- 1 Designers kept nearly all weight in the center, giving the planes tremendous maneuverability.
- 2 A timing device enabled machine guns to fire through the propeller.
- 3 Engines were continuously strengthened for greater speed and carrying capability.

**Two Top Fighter Planes: A Comparison**

	<b>Fokker D VII (German)</b>	<b>Sopwith F1 Camel (British)</b>
<b>Length</b>	23 feet	18 feet 8 inches
<b>Wingspan</b>	29 feet 3 inches	28 feet
<b>Maximum Speed</b>	116 mph	122 mph
<b>Maximum Height</b>	22,900 feet	24,000 feet
<b>Maximum Flight Time</b>	1.5 hours	2.5 hours

### Connect to Today

**1. Drawing Conclusions** Why would communication with someone outside the plane be important for pilots of World War I and today?

See Skillbuilder Handbook, Page R11.

**2. Comparing** Using the Internet and other resources, find out more about a recent innovation with regard to fighter planes and explain its significance.





# A Global Conflict

## MAIN IDEA

**ECONOMICS** World War I spread to several continents and required the full resources of many governments.

## WHY IT MATTERS NOW

The war propelled the United States to a new position of international power, which it holds today.

## TERMS & NAMES

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

**SETTING THE STAGE** World War I was much more than a European conflict. Australia and Japan, for example, entered the war on the Allies' side, while India supplied troops to fight alongside their British rulers. Meanwhile, the Ottoman Turks and later Bulgaria allied themselves with Germany and the Central Powers. As the war promised to be a grim, drawn-out affair, all the Great Powers looked for other allies around the globe to tip the balance. They also sought new war fronts on which to achieve victory.

## War Affects the World

As the war dragged on, the main combatants looked beyond Europe for a way to end the stalemate. However, none of the alliances they formed or new battlefronts they opened did much to end the slow and grinding conflict.

**The Gallipoli Campaign** A promising strategy for the Allies seemed to be to attack a region in the Ottoman Empire known as the Dardanelles. This narrow sea strait was the gateway to the Ottoman capital, Constantinople. By securing the Dardanelles, the Allies believed that they could take Constantinople, defeat the Turks, and establish a supply line to Russia.

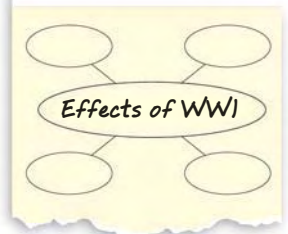


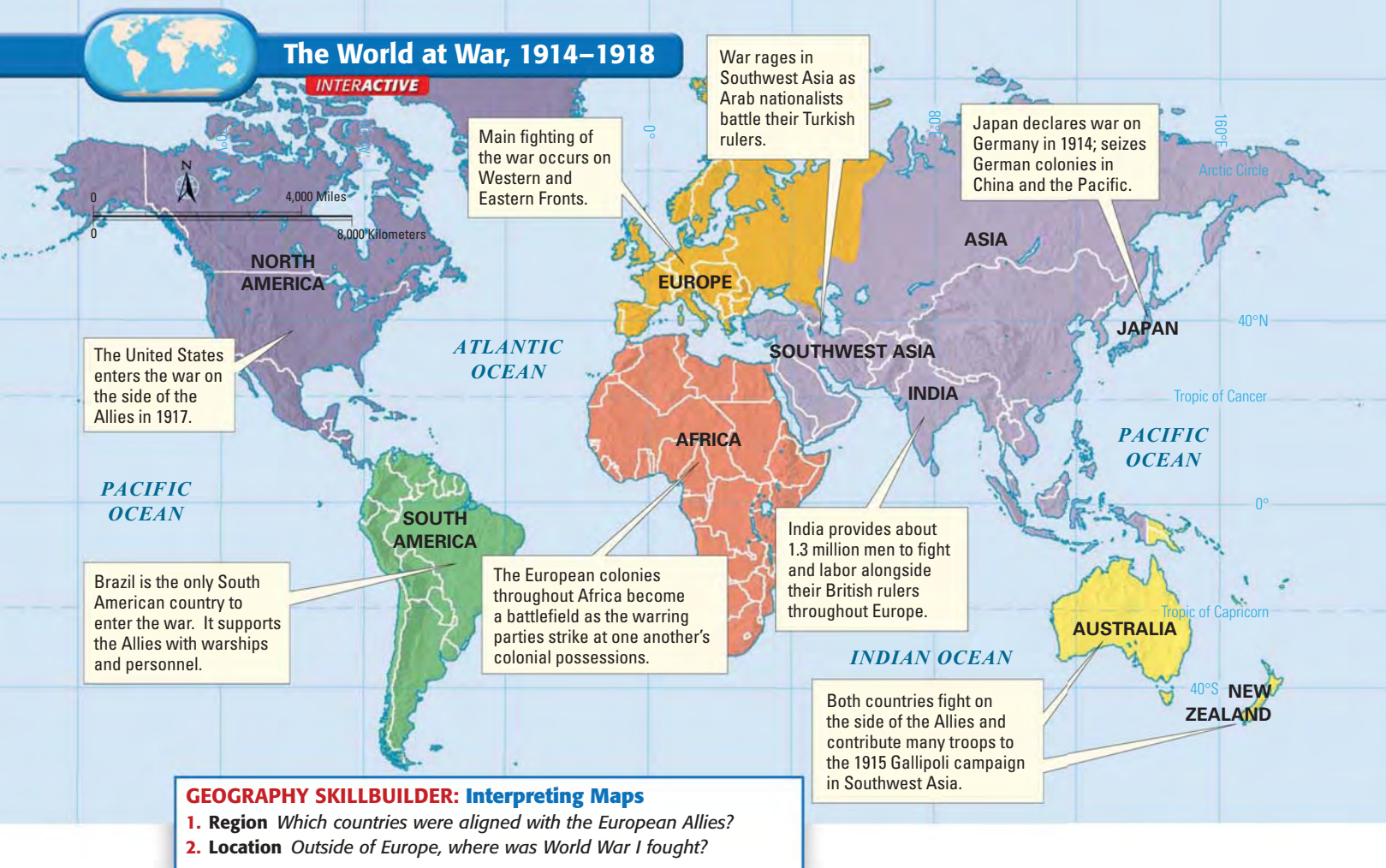
The effort to take the Dardanelles strait began in February 1915. It was known as the Gallipoli campaign. British, Australian, New Zealand, and French troops made repeated assaults on the Gallipoli Peninsula on the western side of the strait. Turkish troops, some commanded by German officers, vigorously defended the region. By May, Gallipoli had turned into another bloody stalemate. Both sides dug trenches, from which they battled for the rest of the year. In December, the Allies gave up the campaign and began to evacuate. They had suffered about 250,000 casualties.

**Battles in Africa and Asia** In various parts of Asia and Africa, Germany's colonial possessions came under assault. The Japanese quickly overran German outposts in

## TAKING NOTES

**Recognizing Effects** Use a web diagram to show the effects of World War I.





China. They also captured Germany's Pacific island colonies. English and French troops attacked Germany's four African possessions. They seized control of three.

Elsewhere in Asia and Africa, the British and French recruited subjects in their colonies for the struggle. Fighting troops as well as laborers came from India, South Africa, Senegal, Egypt, Algeria, and Indochina. Many fought and died on the battlefield. Others worked to keep the front lines supplied. To be sure, some colonial subjects wanted nothing to do with their European rulers' conflicts. Others volunteered in the hope that service would lead to their independence. This was the view of Indian political leader Mohandas Gandhi, who supported Indian participation in the war. "If we would improve our status through the help and cooperation of the British," he wrote, "it was our duty to win their help by standing by them in their hour of need."

**America Joins the Fight** In 1917, the focus of the war shifted to the high seas. That year, the Germans intensified the submarine warfare that had raged in the Atlantic Ocean since shortly after the war began. In January 1917, the Germans announced that their submarines would sink without warning any ship in the waters around Britain. This policy was called **unrestricted submarine warfare**.

The Germans had tried this policy before. On May 7, 1915, a German submarine, or U-boat, had sunk the British passenger ship *Lusitania*. The attack left 1,198 people dead, including 128 U.S. citizens. Germany claimed that the ship had been carrying ammunition, which turned out to be true. Nevertheless, the American public was outraged. President Woodrow Wilson sent a strong protest to Germany. After two further attacks, the Germans finally agreed to stop attacking neutral and passenger ships.



Desperate for an advantage over the Allies, however, the Germans returned to unrestricted submarine warfare in 1917. They knew it might lead to war with the United States. They gambled that their naval blockade would starve Britain into defeat before the United States could mobilize. Ignoring warnings by President Wilson, German U-boats sank three American ships.

In February 1917, another German action pushed the United States closer to war. Officials intercepted a telegram written by Germany's foreign secretary, Arthur Zimmermann, stating that Germany would help Mexico "reconquer" the land it had lost to the United States if Mexico would ally itself with Germany.

The Zimmermann note simply proved to be the last straw. A large part of the American population already favored the Allies. In particular, America felt a bond with England. The two nations shared a common ancestry and language, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Central Powers. On April 2, 1917, President Wilson asked Congress to declare war on Germany. The United States entered the war on the side of the Allies.

## War Affects the Home Front

By the time the United States joined the Allies, the war had been raging for nearly three years. In those three years, Europe had lost more men in battle than in all the wars of the previous three centuries. The war had claimed the lives of millions and had changed countless lives forever. The Great War, as the conflict came to be known, affected everyone. It touched not only the soldiers in the trenches, but civilians as well.

**Governments Wage Total War** World War I soon became a **total war**. This meant that countries devoted all their resources to the war effort. In Britain, Germany, Austria, Russia, and France, the entire force of government was dedicated to winning the conflict. In each country, the wartime government took control of the economy. Governments told factories what to produce and how much.

## Global Impact

### The Influenza Epidemic

In the spring of 1918, a powerful new enemy emerged, threatening nations on each side of World War I. This "enemy" was a deadly strain of influenza. The Spanish flu, as it was popularly known, hit England and India in May. By the fall, it had spread through Europe, Russia, Asia, and to the United States.

The influenza epidemic killed soldiers and civilians alike. In India, at least 12 million people died of influenza. In Berlin, on a single day in October, 1,500 people died. In the end, this global epidemic was more destructive than the war itself, killing 20 million people worldwide.

► City officials and street cleaners in Chicago guard against the Spanish flu.





▲ A woman relief worker writes a letter home for a wounded soldier.

Numerous facilities were converted to munitions factories. Nearly every able-bodied civilian was put to work. Unemployment in many European countries all but disappeared.

So many goods were in short supply that governments turned to **rationing**. Under this system, people could buy only small amounts of those items that were also needed for the war effort. Eventually, rationing covered a wide range of goods, from butter to shoe leather.

Governments also suppressed antiwar activity, sometimes forcibly. In addition, they censored news about the war. Many leaders feared that honest reporting of the war would turn people against it. Governments also used **propaganda**, one-sided information designed to persuade, to keep up morale and support for the war. **A**

**Women and the War** Total war meant that governments turned to help from women as never before. Thousands of women replaced

men in factories, offices, and shops. Women built tanks and munitions, plowed fields, paved streets, and ran hospitals. They also kept troops supplied with food, clothing, and weapons. Although most women left the work force when the war ended, they changed many people's views of what women were capable of doing.

Women also saw the horrors of war firsthand, working on or near the front lines as nurses. Here, American nurse Shirley Millard describes her experience with a soldier who had lost both eyes and feet:

#### A PRIMARY SOURCE

He moaned through the bandages that his head was splitting with pain. I gave him morphine. Suddenly aware of the fact that he had [numerous] wounds, he asked: "Sa-ay! What's the matter with my legs?" Reaching down to feel his legs before I could stop him, he uttered a heartbreaking scream. I held his hands firmly until the drug I had given him took effect.

SHIRLEY MILLARD, *I Saw Them Die*

## The Allies Win the War

With the United States finally in the war, the balance, it seemed, was about to tip in the Allies' favor. Before that happened, however, events in Russia gave Germany a victory on the Eastern Front, and new hope for winning the conflict.

**Russia Withdraws** In March 1917, civil unrest in Russia—due in large part to war-related shortages of food and fuel—forced Czar Nicholas to step down. In his place a provisional government was established. The new government pledged to continue fighting the war. However, by 1917, nearly 5.5 million Russian soldiers had been wounded, killed, or taken prisoner. As a result, the war-weary Russian army refused to fight any longer.

Eight months after the new government took over, a revolution shook Russia (see Chapter 30). In November 1917, Communist leader Vladimir Ilyich Lenin seized power. Lenin insisted on ending his country's involvement in the war. One of his first acts was to offer Germany a truce. In March 1918, Germany and Russia signed the Treaty of Brest-Litovsk, which ended the war between them.

#### MAIN IDEA

##### Summarizing

**A** How did the governments of the warring nations fight a total war?



## > Analyzing Primary Sources

### Allied View of Armistice

News of the armistice affected the Allied and Central powers differently. Here, a U.S. soldier named Harry Truman, who would go on to become president, recalls the day the fighting stopped.

#### PRIMARY SOURCE

Every single one of them [the French soldiers] had to march by my bed and salute and yell, "Vive President Wilson, Vive le capitaine d'artillerie américaine!" No sleep all night. The infantry fired Very pistols, sent up all the flares they could lay their hands on, fired rifles, pistols, whatever else would make noise, all night long.

**HARRY TRUMAN**, quoted in *The First World War*

### German Reaction to Armistice

On the other side of the fighting line, German officer Herbert Sulzbach struggled to inform his troops of the war's end.

#### PRIMARY SOURCE

"Hostilities will cease as from 12 noon today." This was the order which I had to read out to my men. The war is over. . . . How we looked forward to *this* moment; how we used to picture it as the most splendid event of our lives; and here we are now, humbled, our souls torn and bleeding, and know that we've surrendered. Germany has surrendered to the Entente!

**HERBERT SULZBACH**, *With the German Guns*

#### DOCUMENT-BASED QUESTIONS

1. **Summarizing** What is the main difference between these two excerpts?
2. **Drawing Conclusions** How did Herbert Sulzbach's vision of the armistice differ from what actually occurred?

**The Central Powers Collapse** Russia's withdrawal from the war at last allowed Germany to send nearly all its forces to the Western Front. In March 1918, the Germans mounted one final, massive attack on the Allies in France. As in the opening weeks of the war, the German forces crushed everything in their path. By late May 1918, the Germans had again reached the Marne River. Paris was less than 40 miles away. Victory seemed within reach.

By this time, however, the German military had weakened. The effort to reach the Marne had exhausted men and supplies alike. Sensing this weakness, the Allies—with the aid of nearly 140,000 fresh U.S. troops—launched a counterattack. In July 1918, the Allies and Germans clashed at the Second Battle of the Marne. Leading the Allied attack were some 350 tanks that rumbled slowly forward, smashing through the German lines. With the arrival of 2 million more American troops, the Allied forces began to advance steadily toward Germany. **B**

Soon, the Central Powers began to crumble. First the Bulgarians and then the Ottoman Turks surrendered. In October, revolution swept through Austria-Hungary. In Germany, soldiers mutinied, and the public turned on the kaiser.

On November 9, 1918, Kaiser Wilhelm II stepped down. Germany declared itself a republic. A representative of the new German government met with French Commander Marshal Foch in a railway car near Paris. The two signed an **armistice**, or an agreement to stop fighting. On November 11, World War I came to an end.

## The Legacy of the War

World War I was, in many ways, a new kind of war. It involved the use of new technologies. It ushered in the notion of war on a grand and global scale. It also left behind a landscape of death and destruction such as was never before seen.

Both sides in World War I paid a tremendous price in terms of human life. About 8.5 million soldiers died as a result of the war. Another 21 million were wounded. In addition, the war led to the death of countless civilians by way of

#### MAIN IDEA

##### Comparing

**B** How was the Second Battle of the Marne similar to the first?

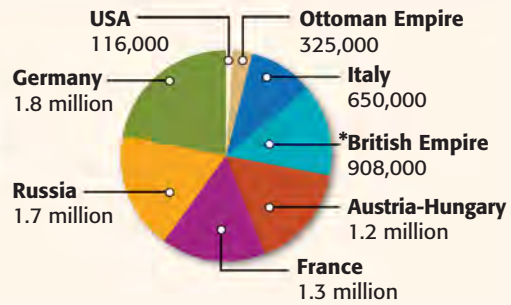
## World War I Statistics

### Total Number of Troops Mobilized

**Allied Powers:**  
42 million

**Central Powers:**  
23 million

### Battlefield Deaths of Major Combatants



Source:  
*Encyclopaedia Britannica*

\* Includes troops from Britain, Canada, Australia, New Zealand, India, and South Africa

### SKILLBUILDER: Interpreting Graphs

- 1. Comparing** Which Allied nation suffered the greatest number of battlefield deaths?
- 2. Analyzing Issues** Which four nations accounted for about 75 percent of all battlefield deaths?

starvation, disease, and slaughter. Taken together, these figures spelled tragedy—an entire generation of Europeans wiped out.

The war also had a devastating economic impact on Europe. The great conflict drained the treasuries of European countries. One account put the total cost of the war at \$338 billion, a staggering amount for that time. The war also destroyed acres of farmland, as well as homes, villages, and towns.

The enormous suffering that resulted from the Great War left a deep mark on Western society as well. A sense of disillusionment settled over the survivors. The insecurity and despair that many people experienced are reflected in the art and literature of the time.

Another significant legacy of the war lay in its peace agreement. As you will read in the next section, the treaties to end World War I were forged after great debate and compromise. And while they sought to bring a new sense of security and peace to the world, they prompted mainly anger and resentment.

## SECTION

## 3

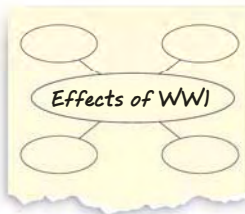
## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

### USING YOUR NOTES

2. Which effect do you think was most significant? Why?



### MAIN IDEAS

3. What factors helped prompt the United States to join the war for the Allies?
4. What role did women play in the war?
5. What was the significance of the Second Battle of the Marne?

### CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** In what ways was World War I truly a global conflict?
7. **FORMING OPINIONS** Do you think governments are justified in censoring war news? Why or why not?
8. **DRAWING CONCLUSIONS** Which of the non-European countries had the greatest impact on the war effort? Explain.
9. **WRITING ACTIVITY** **ECONOMICS** Write a **paragraph** explaining how the concept of total war affected the warring nations' economies.

### CONNECT TO TODAY CREATING A GRAPHIC

Using the library and other resources, compare the role of women in combat today in any two countries. Display your comparison in a **chart** or other type of **graphic**.



# Different Perspectives: Using Primary and Secondary Sources

## INTERACTIVE

## Views of War

When World War I broke out, Europe had not experienced a war involving all the major powers for nearly a century, since Napoleon's defeat in 1815. As a result, people had an unrealistic view of warfare. Many expected the war to be short and romantic. Many men enlisted in the army because of patriotism or out of a desire to defend certain institutions. What the soldiers experienced changed their view of war forever.

### A PRIMARY SOURCE

#### Woodrow Wilson

On April 2, 1917, President Wilson asked Congress to declare war so that the United States could enter World War I. This excerpt from his speech gives some of his reasons.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifice we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

### B FICTION

#### Erich Maria Remarque

In the German novel *All Quiet on the Western Front*, Erich Maria Remarque draws upon his own wartime experience of trench warfare.

No one would believe that in this howling waste there could still be men; but steel helmets now appear on all sides of the trench, and fifty yards from us a machine-gun is already in position and barking.

The wire entanglements are torn to pieces. Yet they offer some obstacle. We see the storm-troops coming. Our artillery opens fire. . . .

I see [a French soldier], his face upturned, fall into a wire cradle. His body collapses, his hands remain suspended as though he were praying. Then his body drops clean away and only his hands with the stumps of his arms, shot off, now hang in the wire.

### C POETRY

#### Wilfred Owen

The English poet Wilfred Owen was killed in the trenches just one week before World War I ended. This excerpt from his poem "Dulce et Decorum Est" describes a gas attack.

Gas! GAS! Quick, boys!—An ecstasy of fumbling,  
Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling,  
And flound'ring like a man in fire or lime . . .  
Dim, through the misty panes and thick green light,  
As under a green sea, I saw him drowning.  
In all my dreams, before my helpless sight,  
He plunges at me, guttering, choking, drowning.



### D PRIMARY SOURCE

#### Maurice Neumont

France, 1918

This French poster is titled, "They Shall Not Pass, 1914–1918."

Translated into English, the text at the bottom reads, "Twice I have stood fast and conquered on the Marne, my brother civilian. A deceptive 'peace offensive' will attack you in your turn; like me you must stand firm and conquer. Be strong and shrewd—beware of Boche [German] hypocrisy."

### Document-Based QUESTIONS

1. What reasons does Woodrow Wilson (Source A) give for entering the war?
2. What emotions does the French poster (Source D) try to arouse?
3. Judging from Sources B and C, what was it like for the average soldier in the trenches? Explain how you think such experiences affected the average soldier's view of war.